

**Fashion and Interior
Design- High School**

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**Fair Lawn
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Fair Lawn, NJ**

Fair Lawn School District

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Committee Credits

Curriculum Author: Melissa Healey

**Melissa Healey- Facilitator
Suzanne Gons- Supervisor**

Course Synopsis

The purpose of Fashion and Interior Design is to introduce students to the fundamentals

of both Fashion Design and Interior Design while applying the elements of art and principles of design to develop skills.

Through the study of Fashion Design students will become aware of the elements of art, color, shape, space, line and texture and principles of design, balance, proportion, emphasis and unity as they apply to clothing and accessories. The course will also address color theory, figure and proportion, drawing clothing/accessories, presentation boards, history of costume and careers.

Through the study of Interior Design students will become aware of the elements of art, color, shape, space, line and texture and principles of design, balance, proportion, emphasis and unity as they apply to interior and architectural spaces. The course will also address fundamentals of color and textiles, furniture styles, architectural styles, space planning, presentation boards, history of interiors/décor and careers.

The historical and cultural aspects of Fashion and Interior Design are also explored throughout the course.

When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey Student Learning Standards.

Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience. We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline; responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Fine Art Mission Statement

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

New Jersey Student Learning Standards

Visual Arts:

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to:

<http://www.state.nj.us/education/cccs/standards/1/index.html>

Curricula Writing: The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned the New Jersey Student Learning Standards and the Common Core State Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century

Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

Course Benchmarks

- 1.** The student will be able to identify elements and principles as applicable to fashion and interior design.
- 2.** The student will be able to demonstrate an understanding of the proper use of a variety of mediums within the art studio, the tools associated with applying these mediums and the proper studio clean up procedures.
- 3.** The student will be able to demonstrate a basic knowledge of the history of both fashion and interior design.
- 4.** The student will be able to demonstrate a basic knowledge of drawing processes utilized in the creation of fashion and interior sketches.
- 5.** The student will be able to demonstrate a basic knowledge of figure and proportion as it applies to drawing fashion sketches.
- 6.** The student will be able to demonstrate a basic knowledge of drafting as it applies to interior scale floor plans.
- 7.** The student will be able to demonstrate a basic knowledge of garment parts and styles.
- 8.** The student will be able to demonstrate a basic knowledge of color theory.
- 9.** The student will be able to demonstrate a basic knowledge of furniture styles.
- 10.** The student will be able to demonstrate a basic knowledge of textiles.
- 11.** The student will be able to demonstrate a basic knowledge of available careers in both the fashion and interior design industries.
- 12.** The student will be able to understand and utilize appropriate vocabulary in discussing, both written and verbal, their work and the work of others.

Scope and Sequence

Marking Period 1

Unit I – Elements of Art and Principles of Design

Elements and Principles through Art History and Culture

The student will be able to identify elements and principles within examples of fashion and accessories through viewing, discussing and writing about a variety of historical and cultural references.

Unit II – Studio Procedures

Studio Procedures

The student will be able to demonstrate an understanding of the proper use of a variety of medium within the art studio, the tools associated with applying these mediums and the proper studio clean up procedures.

Unit III –The Creative Process

History of Fashion

The student will be able to demonstrate a basic knowledge of the influence of history on fashion, including historical costume and the impact of fashion designers on society.

Unit IV – The Creative Process

Garment Parts and Accessories

The student will be able to demonstrate a basic knowledge of the parts of a garment and types of accessories.

Unit V –The Creative Process

Fashion Drawing

The student will be able to demonstrate a basic knowledge of figure drawing, proportion and drawing clothing and accessories.

Marking Period 2

Unit VI – The Creative Process

Color

The student will be able to demonstrate a basic knowledge of color theory and the impact on fashion.

Unit VII – The Creative Process

Costume Design

The student will be able to demonstrate a basic knowledge of costume design in film, theater and television.

Unit VIII –The Creative Process

Careers and Presenting Work

The student will be able to demonstrate a basic knowledge of available careers in the fashion industry and how to present your work.

Marking Period 3

Unit IX – Elements of Art and Principles of Design

Elements and Principles through Art History and Culture

The student will be able to identify elements and principles within examples of interiors, architecture and decor through viewing, discussing and writing about a variety of historical and cultural references.

Unit X – The Creative Process

History of Interiors and Decor

The student will be able to demonstrate a basic knowledge of the influence of history on interiors, architecture and decor, including historical interiors and the impact of interior designers and architects on society.

Unit XI – The Creative Process

Floor Plans

The student will be able to demonstrate a basic knowledge of reading and creating scale floor plans for an interior space.

Unit XII – The Creative Process

Furniture and Accessory Styles

The student will be able to demonstrate a basic knowledge of a variety of furniture and accessory styles.

Marking Period 4

Unit XIII – The Creative Process

Textiles

The student will be able to demonstrate a basic knowledge of the design and use of textiles within interiors.

Unit XIV – The Creative Process

Set and Production Design

The student will be able to demonstrate a basic knowledge of set and production design in film, theater and television.

Unit XV – The Creative Process

Careers and Presenting Work

The student will be able to demonstrate a basic knowledge of available careers in the interior design industry and how to present your work.

IV: Unit Descriptions

For modifications within each unit, please see Appendix II

Unit I – Elements of Art and Principles of Design

Elements and Principles through Art History and Culture

Goal 1: The student will be able to identify elements and principles within examples of fashion and accessories through viewing, discussing and writing about a variety of historical and cultural references.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 1.1. Understand the use of Elements of Art and Principles of Design as part of fashion design. (1.1,1.2)
- 1.2 Identify how history and culture effect the various periods of fashion. (1.1, 1.2)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does a designer use the elements and principles as building blocks to create an organized work of art?

How does history and culture relate to the creation of a work of fashion?

Enduring Understandings

Elements and Principles are the visual language used by designers when they create work.

History and culture are reflected in works of fashion and are influenced by each other.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools:

PowerPoint: Introduction to the Elements of Art and Principles of Design
Student Computers

Resources:

Illustrated Elements of Art and Principles of Design, Gerald F. Brommer, 2011

Learning Activities:

Small group activity: Students will assemble a “collection” of fashion/accessories that identify specific elements and principles (color, texture, line, shape, unity and proportion) utilizing the computer as a means for research. For each piece of artwork collected, indicate the element(s) or principle(s) of the work of art. Each group will present their art collection to the class. (*Knowledge*)

Design assignment: Create a small sketch of a garment/accessory that includes as many elements and principles as possible while still maintaining a cohesive work of design (*synthesis, application*)

Interdisciplinary Activities

Collaborate with the history department or art history program in a project that demonstrates how historical events and culture have influenced fashion. (*analysis, evaluation*)

Unit II – Studio Procedures

Studio Procedures

Goal 2: The student will be able to demonstrate an understanding of the proper use of a variety of mediums within the art studio, the tools associated with applying these mediums and the proper studio clean up procedures.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 2.1. Identify daily safety measures that must be done to ensure a safe learning environment(1.2)
- 2.2. Identify the mediums and tools used in the design studio and their proper functions(1.2)
- 2.3. Develop problem solving skills based on established knowledge in safe handling of equipment and materials(1.2)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How is maintaining safe working procedures essential to the learning process?

How does a designer safely and responsibly use materials, tools and processes in creating a work of art?

Enduring Understandings

Safety is paramount to success in any lab/studio setting.

Safe and appropriate use of materials, tools and processes result in strong design skills and craftsmanship.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools:

PowerPoint: Introduction to Studio Procedures

Resources:

Complete Drawing and Painting Handbook, Lucy Watson, 2009

Learning Activities

Class activity: Tour spaces of classroom where drawing materials are stored with a discussion of safety rules for each area. (*knowledge*)

Small group activity: Each group is distributed a collection of materials and tools. They are to identify each of the materials, utilizing the provided vocabulary list. (*knowledge, application*)

Small group activity: Each group will draw three scenarios from a deck of cards. Each card has a problem on it that might be encountered in class. Using the information provided in class, define a solution to the problem and, if possible, how it may have been prevented. (*application, analysis, synthesis*)

Unit III –The Creative Process

History of Fashion

Goal 3: The student will be able to demonstrate a basic knowledge of the influence of history on fashion, including historical costume and the impact of fashion designers on society.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 3.1. Demonstrate an understanding of the history of fashion (1.1,1.2,1.3, 1.4)
- 3.2. Demonstrate an understanding of the historical costume (1.1, 1.2,1.3,1.4)
- 3.3. Demonstrate an understanding of how fashion designers impact society (1.1,1.2,1.3, 1.4)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does fashion's history impact fashion today?

Enduring Understandings

In order for a designer to understand what is impactful and important in fashion today they must have knowledge of fashion's historical evolution, learning from the past.

Instructional Tools / Materials / Technology / Resources / Learning Activities /

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Interdisciplinary Activities / Assessment Model

Resources:

Pinterest

Individual Learning Activity:

Students will create a Pinterest Board for Fashion. These individual student boards will all be under a general class Pinterest account monitored by the teacher. Students will Pin items as applicable to the assignment. (*application, synthesis, knowledge*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit IV – The Creative Process

Garment Parts and Accessories

Goal 4: The student will be able to demonstrate a basic knowledge of the parts of a garment and types of accessories.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 4.1. Demonstrate an understanding of parts of a garment (1.1,1.2,1.3)
- 4.2. Demonstrate an understanding of types of accessories (1.1,1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What is the correct terminology of individual pieces of a garment?

What is the definition of an accessory and what are the different types of accessories?

Enduring Understandings

A designer must understand the correct terminology in reference to garments and accessories.

In order for a designer to create a successful piece of clothing there must be an understanding of how a garment is constructed.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Various Fashion Publications, Pinterest, Patterns for a variety of garments

Large Group Learning Activities: In small groups students will be given a type of garment and will work together to identify as many parts of that garment creating a list and then sharing with the class (*knowledge*)

Individual Learning Activity:

Students will create a visual presentation board that displays different types of accessories (*application/synthesis*)

Students will create a series of accessories to include a bag, a shoe and a piece of jewelry. Students will create a series of thumbnail sketches based off of their ideas and then complete 3 finished sketches for presentation .

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit V –The Creative Process

Fashion Drawing

Goal 5: The student will be able to demonstrate a basic knowledge of figure drawing, proportion and drawing clothing and accessories.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 5.1. Demonstrate an understanding of figure drawing (1.1,1.2,1.3)
- 5.2. Demonstrate an understanding of proportion (1.1,1.2,1.3)
- 5.3. Demonstrate an understanding of drawing clothing (1.1, 1.2,1.3)
- 5.4. Demonstrate an understanding of drawing accessories (1.1,1.2, 1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What is the importance of proportion when drawing the figure?

How can a designer apply the elements of art and principles of design when creating sketches of clothing?

Is it important for a designer to have a “style” when sketching?

Enduring Understandings

Proportion is vital in sketching the figure.

All designers utilize the elements and principles when creating.

It is imperative for a designer to find their “style” of sketching, as that is what makes each designer’s work unique and individual.

Instructional Tools / Materials / Technology / Resources / Learning Activities /

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Interdisciplinary Activities / Assessment Model

Resources:

Nine Heads

Large Group Learning Activities: Demonstration of various sketching techniques and presentation of sketching techniques utilized by artists. (*knowledge*)

Individual Learning Activity:

Guided practice – students will work on sketching a series of geometric shapes representing the human figure (*application, synthesis*)

Students will create a series of figure sketches, starting with small and then increasing in size of a live model.

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit VI – The Creative Process

Color

Goal 6: The student will be able to demonstrate a basic knowledge of color theory and the impact on fashion.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 6.1. Demonstrate an understanding of color and its impact on fashion (1.1,1.2,1.3)
- 6.2. Demonstrate an understanding of color and its impact on the individual (1.1,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What is the impact of a designer's choice of color for a collection?

Why are individuals attracted to specific colors?

Enduring Understandings

A designer's choice of color for a fashion collection can have a great impact on other areas of design and set a tone or start a trend.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Color Theory, Pantone Color Chips

Large Group Learning Activities:

Demonstration on how we each see and describe color differently using Pantone color chips. (*knowledge*)

Individual Learning Activity:

Guided practice- students will choose 3 Pantone Color Chips and write a brief description of each color and share with the class (*application, synthesis*)

Students will create a presentation board utilizing the color of their choice. The board must be a Color Story. (*knowledge, application, synthesis*)

Students will create a cohesive collection of 4 designs based on one of the four seasons, keeping in mind the importance of color. The collection will be based on casual, professional, athletic or red carpet. Students will create a series of thumbnail sketches based on their ideas and then work to complete 4 finished color sketches that will be presented.

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit VII – The Creative Process

Costume Design

Goal 7: The student will be able to demonstrate a basic knowledge of costume design in film, theater and television.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 7.1. Demonstrate an understanding of costume design for film, theater and television (1.1,1.2,1.3)
- 7.2. Demonstrate an understanding the importance of research when designing costumes (1.1,1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

Is it important for a Costume Designer to understand the plot of the story?

Is it important for a Costume Designer to understand each individual character?

Is research important?

Enduring Understandings

In order to create a successful and cohesive design it is imperative not only for the Costume Designer to understand the plot of the story but they must also have complete understanding of each individual character (age, economic situation, personality).

Research is paramount for a designer, specifically when creating costumes for a historical piece or work based on actual events.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Work of designer Ann Roth

Large Group Learning Activities:

Presentation of the work of designer Ann Roth and her impact on the costume industry

(knowledge)

Individual Learning Activity:

Guided practice – students will choose a movie, television show or theatrical production and meet with the teacher to discuss their choice. *(application, synthesis)*

Students will choose 2 or 3 characters and create 2 or 3 costumes for each character (6 costumes total). Students will develop a series of thumbnail sketches based off of research into plot, character, time period, etc. The completed sketches will be presented in color, including an applicable research materials. *(application, synthesis)*

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit VIII –The Creative Process

Careers and Presenting Work

Goal 8: The student will be able to demonstrate a basic knowledge of available careers in the fashion industry and how to present your work.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 8.1. Demonstrate an understanding of various careers in fashion (1.1,1.2,1.3,1.4)
- 8.2. Demonstrate an understanding of how to present your work (1.1,1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does one go about choosing what part of the fashion industry they would like to work?

How important is presenting your work?

Enduring Understandings

It is important for a designer to research the various aspects and areas of the fashion industry in order to make an informed career decision.

Presenting your work in a confident, professional manner is essential for success.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Large Group Learning Activities:

Discussion of various careers in the fashion industry(*knowledge*)

Individual Learning Activity:

Guided practice- through research students will choose an area of fashion in which they would like to work (*knowledge, application, synthesis*)

Students will create a presentation board based on their choice and will give a brief presentation to the class in reference to a specific area of fashion (*application, synthesis*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit IX – Elements of Art and Principles of Design

Elements and Principles through Art History and Culture

Goal 9: The student will be able to identify elements and principles within examples of interiors, architecture and decor through viewing, discussing and writing about a variety of historical and cultural references.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 1.2. Understand the use of Elements of Art and Principles of Design as part of interior design. (1.1,1.2)
- 1.2.1 Identify how history and culture effect the various periods of interiors, architecture and decor. (1.1, 1.2)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does a designer use the elements and principles as building blocks to create an organized work of art?

How does history and culture relate to the creation of a work of interior design?

Enduring Understandings

Elements and Principles are the visual language used by designers when they create work.

History and culture are reflected in works of interiors, architecture and decor and are influenced by each other.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Instructional Tools:

PowerPoint: Introduction to the Elements of Art and Principles of Design
Student Computers

Resources:

Illustrated Elements of Art and Principles of Design, Gerald F. Brommer, 2011

Learning Activities:

Small group activity: Students will assemble a “collection” of furniture that identify specific elements and principles (color, texture, line, shape, unity and proportion) utilizing the computer as a means for research. For each piece of artwork collected, indicate the element(s) or principle(s) of the work of art. Each group will present their art collection to the class. (*Knowledge*)

Design assignment: Create a small sketch of a piece of furniture that includes as many elements and principles as possible while still maintaining a cohesive work of design (*synthesis, application*)

Interdisciplinary Activities

Collaborate with the history department or art history program in a project that demonstrates how historical events and culture have influenced fashion. (*analysis, evaluation*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit X – The Creative Process**History of Interiors and Decor**

Goal 10: The student will be able to demonstrate a basic knowledge of the influence of history on interiors, architecture and decor, including historical interiors and the impact of interior designers and architects on society.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)**The student will be able to:**

- 3.1. Demonstrate an understanding of the history of interiors (1.1,1.2,1.3, 1.4)
- 3.2. Demonstrate an understanding of the historical architecture and decor (1.1, 1.2,1.3,1.4)
- 3.3. Demonstrate an understanding of how interior designers impact society (1.1,1.2,1.3, 1.4)

Essential Questions/ Sample Conceptual Understandings**Essential Questions**

How does the history of interior, architecture and decor impact design today?

Enduring Understandings

In order for a designer to understand what is impactful and important in design today they

must have knowledge of design's historical evolution, learning from the past.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Pinterest

Individual Learning Activity:

Students will create a Pinterest Board for Interiors. These individual student boards will all be under a general class Pinterest account monitored by the teacher. Students will Pin items as applicable to the assignment. (*application, synthesis, knowledge*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit XI – The Creative Process

Floor Plans

Goal 11: The student will be able to demonstrate a basic knowledge of reading and creating scale floor plans for an interior space.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 11.1. Demonstrate an understanding of the parts of a floor plan (1.1,1.3,)
- 11.2. Demonstrate an understanding of the architectural symbols used to create a floor plan (1.1, 1.2, 1.3)
- 11.3. Demonstrate an understanding of ratio and scale as it applies to a floor plan (1.1, 1.2, 1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

What information is provided on a floor plan?

How can design ideas be communicated in a floor plan?

Enduring Understandings

The information provided in a floor plan allows a person to analyze the space of a room and to decide how to best utilize that space.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Drafting for Interiors, scale rulers, furniture templates

Learning Activities:

Discussion and visual presentation of scale floor plans, scale rulers and furniture templates – what is a floor plan, how to use a scale ruler and a template (*knowledge*)

Large Group Activity:

Students will work in groups to identify a variety of architectural symbols used in a floor plan. Students will then draw these symbols on poster board with the corresponding name (*application, synthesis*)

Individual Learning Activity:

Students will choose a room that they would like to draft (kitchen, living room, bedroom) and they will create a thumbnail sketch of how the room will laid out – doors, windows, furniture, etc. They may research examples in order to facilitate. They will then draft a to scale floor plan of the room. (*knowledge, application, synthesis*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit XII – The Creative Process

Furniture and Accessory Styles

Goal 12: The student will be able to demonstrate a basic knowledge of a variety of furniture and accessory styles.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 12.1. Demonstrate an understanding of types of furniture and their function (1.1,1.2,1.3,)
- 12.2. Demonstrate an understanding of types of accessories and their function (1.1, 1.2, 1.3)
- 12.3. Demonstrate an understanding of period furniture (1.1, 1.2, 1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How are various furniture and accessory styles identified?

What is an antique?

Enduring Understandings

Furniture and accessory styles are identified by their design characteristics, their function and their aesthetics.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

History of Costume and Décor, various design publications, Pinterest

Learning Activities:

Discussion and visual presentation of types of furniture (*knowledge*)

Individual Learning Activity:

Students will create a Pinterest board based on a furniture style or period of interest. Students will then create thumbnail sketches of ideas for 2 pieces of furniture of that style or period. Students will then create completed sketches in color of the furniture. (*knowledge, application, synthesis*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit XIII – The Creative Process

Textiles

Goal 13: The student will be able to demonstrate a basic knowledge of the design and use of textiles within interiors.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

- 13.1. Demonstrate an understanding of different types of textiles (1.1,1.3,)
- 13.2. Demonstrate an understanding of the various uses and functions of textiles (1.1, 1.2, 1.3)
- 13.3. Demonstrate an understanding of textile design (1.1, 1.2, 1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does a designer choose the appropriate textile?

How do the elements/principles of color, line, texture and pattern play a roll in the designing of a textile?

Enduring Understandings

When a designer selects at textile, not only do they take into consideration that it is functional and appropriate for its usage, but also the aesthetics of the textile – color, pattern, etc. Does it work with the overall design?

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Various fabric house websites, Pinterest

Learning Activities:

Discussion and visual presentation of a variety of textiles (*knowledge*)

Individual Learning Activity:

Students will create a presentation board based on ideas for a textile design.

Students will create an original textile design (*knowledge, application, synthesis*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit XIV – The Creative Process

Set and Production Design

Goal 14: The student will be able to demonstrate a basic knowledge of set and production design in film, theater and television.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

14.1. Demonstrate an understanding of set and production design for film, theater and television (1.1,1.2,1.3)

14.2. Demonstrate an understanding the importance of research when designing sets (1.1,1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

Is it important for a Set Designer to understand the plot of the story?

Is it important for a Set Designer to understand the location or time period of the story?

Is research important?

Enduring Understandings

In order to create a successful and cohesive design it is imperative not only for the Set Designer to understand the plot of the story but they must also have complete understanding of the location or time period of the story.

Research is paramount for a designer, specifically when creating sets for a historical piece or work based on actual events.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Resources:

Work of designer Dante Ferretti and Santo Loquasto

Large Group Learning Activities:

Presentation of the work of designers Dante Ferretti and Santo Loquasto and their impact on the set design industry (*knowledge*)

Individual Learning Activity:

Guided practice – students will choose a movie, television show or theatrical production and meet with the teacher to discuss their choice. (*application, synthesis*)

Students will choose 1 or 2 locations (2 renderings total). Students will develop a series of thumbnail sketches based off of research into plot, character, time period, etc. The completed sketches will be presented in color, including an applicable research materials. (*application, synthesis*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Unit XV –The Creative Process

Careers and Presenting Work

Goal 15: The student will be able to demonstrate a basic knowledge of available careers in the interior design industry and how to present your work.

Objectives / Cluster Concepts /Cumulative Progress Indicators (CPI's)

The student will be able to:

15.1. Demonstrate an understanding of various careers in fashion (1.1,1.2,1.3,1.4)

15.2. Demonstrate an understanding of how to present your work (1.1,1.2,1.3)

Essential Questions/ Sample Conceptual Understandings

Essential Questions

How does one go about choosing what part of the interior design industry they would like to work?

How important is presenting your work?

Enduring Understandings

It is important for a designer to research the various aspects and areas of the interior design industry in order to make an informed career decision.

Presenting your work in a confident, professional manner is essential for success.

Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.

Large Group Learning Activities:

Discussion of various careers in the interior design industry(*knowledge*)

Individual Learning Activity:

Guided practice- through research students will choose an area of interior design in which they would like to work (*knowledge, application, synthesis*)

Students will create a presentation board based on their choice and will give a brief presentation to the class in reference to a specific area of interior design (*application, synthesis*)

Assessment

Project Grading Rubric based on the following: Craftsmanship, Creativity, Successful completion of assignment, Effort

Appendix: I Department Rubric

Elements & Principles	Project incomplete or complete but shows no evidence of understanding elements/ principles, no planning	Project complete but shows little evidence of planning or understanding elements/principles	Project shows adequate understanding of elements/principles, evidence of some planning	Project planned carefully, several preliminary sketches, used elements/ principles effectively to create successful composition	Project planned carefully, multiple preliminary sketches, used elements/ principles effectively to create strong composition
Creativity & Originality	Project incomplete or finished with no evidence of experimentation, originality or creativity expressed	The student tried an idea but it lacked originality; substituted “symbols” for personal observation; unoriginal or copied.	The student tried 2-3 ideas before selecting one; or based his or her work on someone else’s idea; solved the problem in a logical way.	The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills.	The student explored many choices before selecting one; generating multiple ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills. Above and beyond expectations.
Effort & Perseverance	Project unfinished or completed only after many prompts/ ideas/physical help & solutions from others	Project finished with minimum effort/met minimum requirements with no extra effort	Project finished with hard work but some details lacking	Project finished with maximum effort.	Project finished with maximum effort, went well beyond requirements
Craftsmanship /Skill	Project finished with no attention to details, quickly thrown together	Project finished but somewhat messy	Project finished with most details, minor flaws present	project beautifully/ carefully made	project beautifully/ carefully made, above and beyond expectations
Attitude /Responsibility	Student off task, lack of thought for materials, sought ways to avoid work	Student completed minimal work, often off task	Student worked consistently, assisted with preparation and cleanup	Student worked consistently and enthusiastically toward project, mature behavior	Student worked consistently and enthusiastically toward group goals, mentored others needing help, mature behavior
Total					

Interdisciplinary Connections and Alignment to Technology standards

New Jersey Student Learning Standards

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21st-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – NJSLS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – NJSLS 4.2: 4.4.A 1-3; 4.4 B 1-2; 4.4 C 1; 4.5 E 1-3

Science – NJSLS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – NJSLS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – NJSLS 8.1; 8.2

21st-Century Life and Careers – NJSLS 9.1; 9.2

21st-Century Life and Careers – NJSLS 9.1; 9.2

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

New Jersey Student Learning Standards (Literacy/Math)

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather

to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

Modifications for ELL, Special Education, Students at Risk, Gifted

What is an accommodation? An accommodation is an alteration in environment or equipment. Accommodations are changes in material or assessment administration and response format (e.g., setting, timing/scheduling, presentation, or response) that are not intended to alter in any significant way what the material or test measures but may influence the interpretation of assessment results. Accommodations do not change the curriculum so the same grading scale can be used. Due to the complexity of learning a second language, some students may require combining various types of accommodations to fully meet their linguistic needs. Appropriate accommodations should reduce the impact of language on the assessment but not give the English learner (EL) an “unfair advantage” over students not receiving accommodations.

What is a modification? A modification is a change in the curriculum or an alteration in what is being measured. Modifications are considered substantial changes in the way an assignment or a test (assessment) is given or taken (e.g. extended time on a speed test for reading fluency, spell checker on a spelling test, calculator on test of computation of basic four operations). Modifications of materials change the content or amount of content in the material.

ELs Accommodations and Modification in the Classroom:

Modification of *materials* includes

- decreasing the amount of work presented or required;
- using videos, illustrations, pictures, and drawings to explain or clarify.

Modification of *instruction* includes

- teaching key aspects of a topic. Eliminate nonessential information.
- tutoring by peers;
- taping classroom lectures;
- having peers take notes or providing a copy of the teacher’s notes;
- providing study guides.

Special Education Accommodations, Modifications, Strategies, and Supplementary Aids

Accommodations refer to the teaching supports and services that the student may require to demonstrate learning. Accommodations do not lower grade level expectations, but rather provide opportunities for the student to access the curriculum and equalize the opportunity for learning.

Modifications are changes made to curricular expectations. Modifications lower grade level expectations by changing or modifying classwork or tests, or altering grading expectations.

Strategies refer to skills or techniques that a teacher uses to assist learning.

Supplementary aids and services are supports that help student to be educated in the LRE (least restrictive environment) with typical peers.

Accommodations, modifications, strategies, and supplementary aids and services should be individualized for optimum student success.

Examples of accommodations:

preferential seating
use of computer for written assignments
provide notes
allow student to orally clarify test responses
extended time for tests (up to 50%)
extended time for homework assignments (up to 50% or 100%)
test in small group or alternate setting
read/clarify test questions as needed
use private cue to refocus attention
provide written directions and benchmarks for long term assignments and projects
use alternative form for student to demonstrate course mastery (ex: narrative tape instead of written journal)

Examples of modifications:

Adjust length or complexity assignments to functional/instructional level of student
Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)
Pass/fail grading
Examples of teaching strategies
Emphasize multi-sensory presentation of data
Provide verbal as well as written directions
Emphasize mnemonics and memory tricks
Monitor homework planner
Encourage student to paraphrase to check comprehension
Give directions that are short and specific
Provide positive reinforcement

Examples of supplementary aids and services:

FM Unit
Assistive Technology (laptop, software, IPAD, IPOD, etc.)
1:1 paraprofessional
Enlarged keyboard
Books on tape
Enlarged print

Augmentative communication device

Students at Risk Accommodations and Modification in the Classroom:

Student differences are studied as a basis for planning

Assessment is ongoing and diagnostic to understand how to make instruction more responsive to learner need

Focus on multiple forms of intelligence is evident

Multi-option assignments are frequently used

Time is used flexibly in accordance with student need

Multiple materials are provided

Multiple perspectives on ideas and events are routinely sought

The teacher facilitates students' skills at becoming more self-reliant learners

Students help other students and the teacher solve problems

Students work with the teacher to establish individual learning goals

Students are assessed in multiple ways

Gifted Students Accommodations and Modification in the Classroom:

Focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought

Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge

Enable students to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world

Encourage exposure to, selection, and use of appropriate and specialized resources

Promote self-initiated and self-directed learning and growth

Evaluations should stress higher level thinking skills, creativity, and excellence in performance.

