



## Teaching and learning sequence

**Unit 4:** Interior Design

**Year 8:** 13 weeks – 5 periods per cycle

**Design situation:** You are an interior designer in the year 2030. A client has recently purchased a house built around the turn of the century that needs updating.

**Design brief:** Select a room and design and construct a model to show the new interior.

Week	Design process sequence for design project	Explicit teaching to support the design project	Outcome	Evidence of learning
1	<ul style="list-style-type: none"> <li>Analyse needs, problems and opportunities.</li> <li>Design situation</li> <li>Design brief</li> <li>Design process</li> <li>Factors affecting design</li> <li>ICT</li> </ul>	<p>Class</p> <ul style="list-style-type: none"> <li>discuss area of study: The Built Environment – space, place and use.</li> <li>discuss design situation: interior design.</li> </ul> <p>Student</p> <ul style="list-style-type: none"> <li>creates collage showing elements of interior design: colour schemes, lighting, furniture, floor coverings, curtains, paint and wallpaper.</li> <li>records previous knowledge of definition of design, steps in design process and factors affecting design in pre-test.</li> <li>completes ICT pre-test: word processing, graphics, electronic communication and software management.</li> </ul>	<p>4.1.1</p> <p>4.1.2</p>	<p>Discussion shows student knowledge and understanding of the area of study: The Built Environment</p> <p>Collage produced shows students understanding of the elements of interior design.</p> <p>Student demonstrates understanding of design, design process and factors affecting design through completion of pre-test.</p> <p>Student demonstrates ICT skills in pre-test.</p>
2	<ul style="list-style-type: none"> <li>Design situation: what does an interior designer do?</li> </ul>	<p>Class</p> <ul style="list-style-type: none"> <li>discusses role of interior designer</li> </ul> <p>Student</p> <ul style="list-style-type: none"> <li>researches and investigates the role of the interior designer using the following web site</li> <li><a href="http://www.myfuture.edu.au/services/default.asp?FunctionID=5050&amp;ASCO=253317A">http://www.myfuture.edu.au/services/default.asp?FunctionID=5050&amp;ASCO=253317A</a></li> </ul> <p>Research assignment: <i>Designers and their work</i></p> <ol style="list-style-type: none"> <li>Name an interior designer.</li> <li>Briefly describe the type of interior design work, which is undertaken by the designer. Include pictures if possible.</li> <li>List the design process used by the designer.</li> </ol>	<p>4.1.3</p>	<p>Report demonstrates student understanding of work and training opportunities for people in interior design.</p> <p>Research assignment demonstrates student understanding of the design process used by interior designers, the contribution designers make to improve everyday life and the ethical, social and environmental</p>

		<p>Is it similar to the process you use in class to solve design briefs?</p> <ol style="list-style-type: none"> <li>Does the designer work as an individual or collaborate with others?</li> <li>Identify the contribution the designer makes to the improvement of everyday life.</li> <li>Explain the ethical, social and environmental responsibilities of the designer.</li> </ol>		responsibilities of designers.
3	<ul style="list-style-type: none"> <li>Design process</li> <li>Design folio</li> <li>Establishing criteria for success</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>identify the steps of the design process for the design brief.</li> </ul> <p>Teacher explains limitations and resource availability for design brief:</p> <ul style="list-style-type: none"> <li>Model to be constructed in 4 weeks</li> <li>Max. size 40 cm x 40 cm</li> <li>Min. size 30 cm x 30 cm</li> <li>Use a min. of 3 model making materials</li> <li>Max. cost \$15</li> </ul> <p>Class</p> <ul style="list-style-type: none"> <li>uses student teams (4 students in each team: organiser, timekeeper, recorder, reporter) to brainstorm criteria for success</li> <li>uses collaborative approach to decide the criteria for success</li> </ul>	<p>4.1.1</p> <p>4.5.1</p> <p>4.6.1</p>	<p>Worksheet demonstrates student understanding of the steps of the design process they will work through to create quality solution for interior design model.</p> <p>Student time and action plan and budget plan demonstrates their understanding of management techniques.</p> <p>Students demonstrate ICT skills and understanding of the criteria for success to create A3 poster for display in the classroom.</p> <p>Students record design situation and design brief in folio using ICT skills.</p>
4	<ul style="list-style-type: none"> <li>Researching</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>interview adults to gain information on interior design in the 1970s.</li> <li>observe pictures of interior design from the 1970s. Compare 1970s to current interior design. Comment on colour schemes, layout, lighting, furniture, floor coverings, curtains, paint and wallpaper.</li> <li>investigate innovations and emerging technologies in interior design using web sites such as:  <a href="http://projects.powerhousemuseum.com/australia_innovates/">http://projects.powerhousemuseum.com/australia_innovates/</a>  <a href="http://www.greatachievements.org/">www.greatachievements.org/</a>  <a href="http://apc-online.com/twa/building.shtml">http://apc-online.com/twa/building.shtml</a>  <a href="http://www.designawards.com.au/HOME/">http://www.designawards.com.au/HOME/</a> </li> </ul>	<p>4.2.2</p> <p>4.4.1</p>	<p>Student folio using ICT skills shows investigation of interior design and demonstrates an understanding of changes over the last 30 years and a vision of changes, which may occur in the next 30 years.</p>

5	<ul style="list-style-type: none"> <li>Researching</li> </ul>	<p>Teacher explains factors affecting design relevant to interior design:</p> <ul style="list-style-type: none"> <li>Function</li> <li>Physical and material properties</li> <li>Aesthetic</li> <li>Environmental</li> <li>Socio-cultural</li> <li>Human form and scale</li> <li>Safety.</li> </ul> <p>Class discussion: ethical and responsible design, environmental and sustainability considerations. Students will purchase recycled materials for model making on excursion to Reverse Garbage.</p>	<p>4.1.2</p> <p>4.6.2</p>	<p>Spidergram of factors affecting design demonstrates an understanding of factors relevant to interior design.</p> <p>Discussion comments show student understanding of ethical, social, environmental and sustainability considerations related to interior design.</p>
5 - 6	<ul style="list-style-type: none"> <li>Generating creative ideas</li> <li>Communicating ideas</li> </ul>	<p>Teacher demonstrates how sketches are used to communicate design ideas and the importance of accuracy and labeling.</p> <p>Students</p> <ul style="list-style-type: none"> <li>use thumb sketches and PMIs to develop design ideas.</li> <li>use <i>Vectorworks</i> to create drawing of interior design of room.</li> </ul>	4.2.1	<p>Student thumb sketches and completed PMIs show an understanding of developing and evaluating design ideas.</p> <p>Student <i>Vectorworks</i> drawing demonstrates their skills in using ICT and communicates design solution.</p>
7 - 8	<ul style="list-style-type: none"> <li>Experimenting and testing ideas</li> <li>Risk management</li> </ul>	<p>Teacher</p> <ul style="list-style-type: none"> <li>provides a range of models or pictures of models for discussion.</li> <li>identifies and demonstrates materials, tools and techniques suitable for model making.</li> <li>explains safety factors to consider when using materials, tools and techniques appropriate to model-making technologies.</li> <li>demonstrates and explains the maintenance, use and storage of tools and equipment appropriate to model making.</li> </ul> <p>Students</p> <ul style="list-style-type: none"> <li>experiment with a range of materials, tools and techniques to select the appropriate ones for their design solution.</li> </ul>	<p>4.3.1</p> <p>4.3.2</p> <p>4.2.2</p>	<p>Oral responses during demonstration show student knowledge and understanding of materials, tools and techniques for model making.</p> <p>Poster created using ICT skills demonstrates student awareness of the safe use, maintenance and storage of materials and tools for model making.</p> <p>Students demonstrate risk management strategies when using tools and equipment.</p> <p>Completed experiments in folio demonstrate student's ability to test design ideas and select appropriate</p>



		Excursion to Reverse Garbage to purchase materials for model. <a href="http://www.reversegarbage.org.au/">http://www.reversegarbage.org.au/</a>		materials, tools and techniques. Students use their knowledge of model making materials to purchase materials at Reverse Garbage for their project.
9 - 12	<ul style="list-style-type: none"> <li>Risk management</li> <li>Managing resources</li> <li>Producing design solutions</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>❖ manage risk when working with materials, tools and techniques appropriate to model making technologies.</li> <li>❖ construct a set of instructions for their model, which could be used by other people.</li> <li>❖ produce solution reflecting quality standards appropriate to design brief.</li> </ul>	<p>4.3.2</p> <p>4.5.2</p>	<p>Student demonstrates risk management strategies when using tools and materials.</p> <p>Student use of tools and equipment show their understanding of the correct methods of maintaining and storing equipment.</p> <p>Folio documentation demonstrates student understanding of the steps they completed to construct their model.</p> <p>Student s final solution reveals their skills in the use of tools, materials and techniques appropriate to model making.</p>
13	<ul style="list-style-type: none"> <li>Evaluating ideas and solutions</li> </ul>	<p>Teacher evaluates the finished model, using assessment criteria.</p> <p>Student evaluates the model against the criteria for success.</p>	<p>4.6.1</p> <p>4.5.1</p>	<p>Student folio documentation shows evidence of evaluation throughout the design process.</p> <p>Student applies time and action plan, budget and other resource limitations to successfully complete design project.</p>



## Resources

### Books

Bairstow, J., Barber, R. and Kenny, M. (1999) *Design Modelling*. ISBN 0 340 66339 1  
Cowley, D., Turnbull, A. and Guban, A. (2000) *Technology Links*, Heinemann. ISBN 0 86462 565 0  
Knoll, W. and Hechinger, M. (1996) *Architectural Models Construction Techniques*. ISBN 0-07-071543-2  
Stensel, P. (1992) *Modelling*. ISBN 1 86299 791 8

### Web sites

My Future

<http://www.myfuture.edu.au/services/default.asp?FunctionID=5050&ASCO=253317A>

Powerhouse Museum

[http://projects.powerhousemuseum.com/australia\\_innovates/](http://projects.powerhousemuseum.com/australia_innovates/)

Greatest Engineering Achievements of the 20<sup>th</sup> Century

[www.greatachievements.org/](http://www.greatachievements.org/)

Tomorrow's World The Australian Initiative

<http://apc-online.com/twa/building.shtml>

Australian Design Awards

<http://www.designawards.com.au/HOME/>

### Materials for model making

Reverse Garbage

<http://www.reversegarbage.org.au/>

Modelling Materials for Technology and Science

[www.mentone-educational.com.au](http://www.mentone-educational.com.au)