



Residential Interior Design

Primary Career Cluster:	Architecture & Construction
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C17H11
Prerequisite(s):	<i>Foundations of Interior Design</i> (C17H12)
Credit:	1
Grade Level:	10
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Architecture & Construction courses.
POS Concentrator:	This course satisfies one out of two required courses that meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Interior Design</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	050, 051, 154, 450, 954
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-architecture-construction.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in contests that highlight job skill demonstration. These include Career Investigation, Job Interview, Leadership, and Interior Design.

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 3.1-3.3** | Guest speaker.
- **Standards 4.1-4.4** | Ask an industry rep to discuss the interior environment.
- **Standards 5.1-5.2** | Ask an industry rep to discuss project management in interior design.
- **Standard 6.1** | Ask an industry rep to discuss textiles.
- **Standards 7.1-7.3** | Do a presentation board to be evaluated by local industry managers.

Course Description

Residential Interior Design is the second course in the *Interior Design* program of study intended to prepare students for careers in residential and commercial interior design. Students will engage in the development of board presentation techniques for residential spaces using textiles samples and three-dimensional sketches. Upon completion of this course, proficient students will be able to use manual drafting tools and computer-aided drafting software to create original floor plans, perspective drawings, and color renderings.

Course Standards

1. Safety

- 1.1 Safety: Demonstrate the ability to comply with **personal and environmental safety practices associated with interior design applications**, such as the use of adhesives, hand tools, machines, and appropriate handling and storage methods in accordance with **local, state, and federal safety and environmental regulations**.
- a. Inspect, maintain, and employ safe operating procedures with tools and equipment.
 - b. Adhere to responsibilities, regulations, and Occupational Safety & Health Administration (OSHA) policies regarding reporting of accidents and observed hazards, and regarding emergency response procedures.

c. Design Software

- 1.2 Design Software: Operate various **design software and computer-aided drafting (CAD) programs**. Demonstrate basic operations such as:
- a. Open a new file or existing file; save a file.
 - b. Navigate the various menu bars.
 - c. Use basic commands to create a two-dimensional computer-generated floor plans.
 - d. Use basic commands to create a three-dimensional computer-generated renderings.

2. Residential Floor Plans

- 2.1 Create Scale Drawings and Models: Demonstrate proficiency in **basic concepts of scale drawings** by creating simple **two-dimensional drawings** with the use of **manual drafting tools and computer-aided drafting software**. Create a floor plan for a selected room, indicating furniture, built-ins, and architectural features measured and drawn to scale.
- a. Develop two-dimensional drawings by using proper sketching techniques and measurement systems (i.e., including fractions, decimals, United States customary units, and metric units).
 - b. Create and assemble a three-dimensional model for a residential living space, demonstrating effective use space planning.
 - c. Produce a clear and coherent written analysis of the model in terms of the room's design and space concept. Assess how the purpose of the space shapes the content and functionality of the room design.

- 2.2 Create Computer-aided Drawings: Demonstrate **quick-sketching techniques** to design rooms, and then create the **computer-aided drawings** using **design presentation software** such as Photoshop, SketchUp, Revit, or AutoCAD.
- 2.3 Create Renderings: Using an instructor-approved software program, draw basic **three-dimensional scale drawings** to create renderings of a range of residential rooms (living room, adult and child bedrooms, kitchen and utility, bath, home office, etc.) that illustrate the **principles of interior design**. Describe each drawing and highlight the design principles illustrated in each.

3. Interior Environment

- 3.1 Components of Interior Design: Analyze the various **components of the interior environment**, assessing the credibility and accuracy of the sources in illustrating the principles of interior design. Integrate the information retrieved to guide the development of a **three-dimensional drawing or model**, then create a **presentation for a prospective client** outlining of the **appropriateness of selected components**, including but not limited to the following:
- a. Types of flooring
 - b. Lighting
 - c. Wall and surface finishes
 - d. Accessories
- 3.2 Structural Elements: Evaluate the **architectural structural elements** to describe the options, features, and possible design applications of the following:
- a. Windows
 - b. Doors
 - c. Cabinetry
 - d. Fixtures
 - e. Other relevant features
- 3.3 Window Treatments: Compare and contrast different **types of window treatments**, such as curtains or drapes, blinds, shades, cornices, swags, and valances, and determine the **appropriate window treatment based on window type and customer requirements**. Explain how the choice for a given **window treatment impacts privacy, light control, and energy efficiency** against practical considerations such as **feasibility of installment, cost, and weather conditions** specific to particular climate.
- 3.4 Furniture: Interpret manufacturing specifications when establishing **guidelines for selecting furniture**, taking into account needs, styles, budget, durability, safety, and environmental impact. Evaluate claims made by manufacturers and customer reviews in order to **analyze furniture selections in terms of their suitability for clients in design scenarios**.

4. Project Management

- 4.1 Project budget: Create an outline that illustrates the **basic components of project budgets** commonly used in interior design proposals (e.g., itemized budgets, non-itemized budgets, fixed budgets, and flexible budgets). Implement outline components to generate a **comprehensive budget including walls and floors, lighting, focal furniture pieces, and labor costs for a residential living space**.
- 4.2 Residential project management process: Examine how businesses in the interior design industry conduct **project management processes in residential settings**. Compare and contrast **components of project management models** gathered from case studies of major or local designers. Generate a **project management template** that addresses the objectives required for designing a residential living space.

5. Textiles

- 5.1 Natural and man-made fibers and textiles: Research and create a chart of **natural and manmade fibers, and the textiles made from them**, as they are used in residential applications such as draperies, carpets, and upholstery. Describe in the chart the **principle characteristics, best applications for the fibers/textiles, care guidelines, and any associated environmental or safety concerns**. Expand the chart to prepare a more detailed guide including samples to be used in presentations to clients.
- 5.2 Textile manufacturing regulations: Research the **Textile Fiber Products Identification Act** that defines and regulates the labeling of textile products, **Flammable Fabrics Act, Care Labeling Rule and the Wool Products Labeling Act** that specifies regulations about the labeling of products containing wool. Evaluate the **necessity of such laws**. Summarize the key points of each of the acts..

6. Presentation Boards

- 6.1 Presentation board characteristics: Research how interior design companies create **presentation boards**. Citing examples, identify **characteristics of effective presentation boards**. Drawing on the research, compile a list of **materials required for a presentation board** showcasing one room in a residential setting.
- 6.2 Presentation board elements: Assemble a **presentation board that incorporates a collage of color samples, fabric, and flooring, mounted with the color elevation rendering** that orderly and logically presents a particular theme in color or style of design. Evaluate these elements visually and tactually to determine the **most effective combination** that will meet the needs of the client.
- 6.3 Presentation board defense: Produce a clear and coherent **verbal defense of the presentation board** that explains the principles of design, justifies the choice of samples, and includes a complete cost analysis of the project. Capture the presentation on video or other media along with photographs to include in the design portfolio with the written paper.

7. Interior Design Portfolio

- 7.1 Portfolio: Update materials, photographs, and sketches from coursework to add to the portfolio begun in the foundations course. Include descriptions of the creative thought process behind each project included.

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.