



## *Designing an Identity Space*

By Laura Steffy, 2017 CTI Fellow  
North Mecklenburg High School

This curriculum unit is recommended for:  
(Intermediate or Proficient Visual Arts)

**Keywords:** Interior Designer, One Point Perspective, Expressive Lines, Pattern, Unity, Design Style, Two Point Perspective, Design Presentation Board, Critique

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This unit will explore identity through architecture and interior design. Students will learn perspective drawing to create an exterior and interior space and incorporate personal style in their creations. Through research of interior design styles students will identify their personal style and use creative thinking to design their own furniture. This project will help them identify more about themselves as well as relate to the interior and exterior spaces around them.

Throughout this unit, students will use their sketchbooks to create drawings of their ideas, write answers to prompted identity exploration questions and write reflections about their process in creating their space. The prompt questions will help them explore their identity further while their reflections will show their thought process in creating the designs. At the end of this process and exploration, students will create a design presentation board that displays an interior and exterior space, as well as furniture of their own design that shows relations to their past, present, and imagined future.

*I plan to teach this unit during the coming year to 12 students in Intermediate Level - Visual Arts.*

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## **Introduction**

Motivation plays a major role in how our students learn. Students are often provided with extrinsic motivation through external rewards or negative consequences. But the goal of this curriculum unit is to promote intrinsic motivation, where the student is motivated to create because of their interest and enjoyment. Intrinsic motivation, "produces inherently positive consequences as becoming more knowledgeable, competent, and independent."<sup>1</sup> I wish for my students to find motivation through a personal connection with their work.

This curriculum unit will teach the students to express their personal identity by designing and creating an identity space. It will review perspective drawing and the uses of those drawings in the career of interior design. In this unit students will construct an interior and exterior space and create a design board, similar to those of an interior designer would create to propose a space to a client. What they design will display their own personal style and delve into their personal identity.

From my own seminar experience I have learned to explore self-identity. On the first day of our seminar we were asked "Who are you? How do you define yourself? Who/What do you want others to know about you?" This exercise sparked thoughts of self-identity is important to unlock and promote intrinsic motivation. Throughout my curriculum unit I plan to explore these concepts of personal identity and challenge my students to think deeper about themselves.

The unit will focus on finding the student's personal style through exploration and research. Students will choose furniture and decorations for their space that relate to their own personal interests and style. One activity will ask students to choose an interior design style they are most drawn to and explore why they are drawn to that style. A large part of our identity is our consumer choice. In opening this subject to further examination, the goal is to have student think more about the choices they make and what influences them the most.

Students will also explore their environment how they were influenced by it. Using a sketchbook, students will explore and create journal pages that elaborate on the spaces they inhabit every day. Students will be encouraged to look closely at how environment influenced who we are. This will open student's awareness to their surroundings. Throughout the unit students will learn how interior designers propose their designs to a client. As a final project they will create a design board that shows an interior space they encounter in their lives, a pattern that represents their past, a piece of furniture they have designed based on their personal taste, and a perspective drawing of a home where they see themselves in future. Together this will create an overall interior and exterior designed space presentation of their identity.

This lesson should be taught to intermediate or proficient level students who have had experience with drawing using one and two point perspective. Students will build upon their knowledge of perspective drawing while also incorporating the design and identity exploration parts of this unit.

## **Rationale**

I chose this topic because it can be related to a professional career and can build stronger students by developing their intrinsic motivation. I will teach this to my intermediate level high school students. By intermediate or proficient visual arts, students have learned the basics of perspective drawing. Therefore, students will begin the unit knowing some of the skills required

for the project. At this level students also understand more art vocabulary. The part of the project relating to expressive lines and creating pattern will also be topics that they would have touched on before this point, but can now delve deeper into.

We all encounter interior spaces in our everyday lives and learning to look at them more closely can teach us a lot about the people who inhabit them. It is the goal of this unit for students to learn more about themselves as they create their identity space. I wanted my students to engross themselves in a topic that also related to a professional job. Being an interior design is a career that my students can strive towards if they enjoy the work. By relating the subject to an actual career it ties my students into the real world application of what they are doing in the classroom. Lastly, I chose this curriculum unit topic because it asks my students to think about themselves and their personal taste. It will hopefully open their minds to thinking more about what is around them and the decisions that they are making. My unit connects their everyday surroundings to them and will help them to discover more about themselves. It is my hope that because of their new found knowledge of self that they will explore more into their identities in all of their art making endeavors. By opening their minds to the career of interior design it is my goal for my students to be more open to other such art careers and explore their options as they look towards their future after high school.

#### Demographics

According to the Charlotte Mecklenburg Schools Diversity Report for the 2016-2017 school year North Mecklenburg High School had 2244 students. Below is a chart displaying the school demographics divided into ethnicity and gender. This diversity of students will make this unit on self-discovery more successful. With diverse background, family income levels, and interests the students will be better able to express their range of styles.

	Female	Male	Total
Asian	42	38	80
Hispanic	195	185	380
White	184	187	371
Black	632	718	1350
American Indian	3	4	7
Other	26	30	56
Total Students	1082	1162	2244

North Mecklenburg currently has four art teachers that teach ceramics, photography, craft and design, visual arts beginning to advanced levels, AP 2-D Studio, and IB Visual arts both MYP and DP. The IB program is broken down into MYP 4 and 5 year for 9th and 10th graders and then HL I and HLII for juniors and seniors. Currently the regular level visual arts, photography, ceramics and craft classes at our school range from 15 to 40 students in a class. The beginning level classes usually have the most students and the higher level consist of smaller honors classes. These lower level classes because of the size can benefit from a lesson that focuses on self. With so many students in a class the task of asking students to relate to themselves helps to minimize distraction by others.

The grade levels for this unit should be 9th and 10th grade intermediate level students. The content aligns with the essential standards for a standard level intermediate visual arts class. At this level students have learned the basics of perspective and are ready to take that knowledge to another level. Students are also familiar with a visual arts class. This comfort with the subject will encourage a safe environment for self-exploration and creativity.

## Objectives

During this unit students will focus on the North Carolina Essential Standard for Intermediate visual arts, I.V.2. This standard focuses on the applying creative and critical thinking in the creation of art. Throughout this unit students will have to use what is around them as inspiration for their project as well as think critically about how to create those objects using the drawing style of one point and two point perspective.

Students will also explore the standard I.CX.1, which involved understanding global, social, and cultural contexts of visual art. This will be explored when students begin to learn the characteristics and names of many of the interior design styles that exist today. Through understanding that these styles are influenced by different cultures, students will broaden their knowledge of what culture is in art.

Students will also take time to understand the career of an interior designer. This is important because it connects the work they are doing to a profession and gives them an opportunity to create something that mirrors the work of art professionals. This relates to the North Carolina Essential Standard I.CX.2. Connecting the career of interior design to the project will hopefully enhance their understanding of what art professionals do and give them motivation to explore more of the artistic careers that are possibilities for them.

## Content Research

This curriculum unit will explore identity as it relates to a constructed space. Students will be asked to design a space that has to do with their identity and, more specifically, their personal style. Below are some resources that are useful for helping students gain an understanding of style within a room. These resources could help spark ideas for designs that students could later incorporate into their interior space design.

Winter House by Charlotte Moss<sup>ii</sup>

Designing for Small Homes by Dylan Landis<sup>iii</sup>

These books show pictures of different interior spaces and allow students to gain inspiration for this future projects and terminology to use when researching styles that they are interested in.

Another part of this curriculum unit will involve learning about the career of interior design. “The term interior design has come to describe a group of related projects that are involved in making an interior space into an effective setting for whatever range of human activities are to take place there”.<sup>iv</sup> It is a job that can be done by one designer or several. Many interior spaces are created with the work of several interior designers. Interior designers work on projects in private, commercial, institutional, and office areas. Interior designer’s duties usually include,

“search for and bid on new projects, determine the client’s goals and requirements for the project, consider how the space will be used and how people will move through the space, sketch preliminary design plans, and specify materials and furnishings, such as lighting, furniture, wall finishes, flooring.”<sup>v</sup>

These are all tasks I will ask my students to explore with their own interior design boards. The class will learn about this career in some detail as they design their spaces.

## Interior Design Career

As a class we will explore some of the courses interior design students have to master and discuss how those classes could impact their knowledge of interior design. To major in interior design most colleges or universities require a 4-year interior design bachelor’s degree. This degree requires courses in “liberal arts subject and art history, [and] a variety of courses in design itself”. Interior designers are also required to go through a series of licensing tests. These tests go over “fire laws regulating exit routes and safety equipment, lighting requirements that influence ease of vision as well as energy consumption, and stair and railing design [for safety].”

Based on the information found on the collegegrad.com website cited below one can give the students a general overview of the career of an interior designer. This site lists the general job description of an interior designer as well as listing many of the duties the job involves. This is a valuable part of the lesson because it shows students that this job is more than just picking out pretty fabrics. It is an art career where an artist can be creative, but also successful. This explanation also relates the content of this lesson to the real world and helps show how the tasks the students are being asked to perform could be functional. This will help motivate the students to accomplish their tasks. The collegegrad.com site also provides information on the education needed for the career and explains the certifications and licenses required to work in the field. All of this information is important when giving an overview of the interior designer career.

All of this in detail will be explained to students to allow them to understand that the career is not a hobby, but an actual educated profession. Some designers to mention would be Erin Gates<sup>vi</sup>, Charlotte Moss, and Frank Lloyd Wright. Using Frank Lloyd Wright can also bring in a history part of this project.

Frank Lloyd Wright was an architect and interior designer. He is known for creating spaces like Falling Water and the Guggenheim Museum in New York City. These buildings exteriors and interiors were revolutionary and push the bounds of what a space could be.<sup>vii</sup> Reviewing Wright’s work can give the students inspiration for their space and also expand their knowledge of history. Wright could also be a good inspiration for a challenge when practicing two point perspective drawings. Part of this curriculum unit project asks them to design a house where they see themselves in future. By introducing the students to Frank Lloyd Wright’s outlandish designs they will be inspired to think more imaginative in their creations. From this architect inspiration they will find interesting ways to design their own homes and thus challenge their two-point perspective drawing abilities. Wright was known for his odd angles, rustic materials, and narrow halls in his Fallingwater house. Having students practice drawing a piece of his house could be used as a warm up or extension to the lesson.

The middle of the curriculum unit will take the students through the basics of one-point perspective drawing and review what they know about this style of drawing. The formal definition for one-point perspective drawing is “a type of linear perspective. Linear perspective relies on the use of lines to render objects leading to the illusion of space and form in a flat work of art.” However, a simple way to explain it is how to draw objects or spaces with depth. This type of drawing allows the viewer to understand that there is an object or structure that goes off into the distance. The object gets smaller as it goes farther away and all parallel lines in the drawing then converge at a vanishing point. A tutorial on this style of drawing can be found on the Visual Instructor page cited below.<sup>viii</sup> This video is also an excellent resource to show students to spark their memory of how to draw using one point perspective. In contrast, two point perspective drawings have two vanishing points which makes the viewer appear to see the object of structure at an angle.

The final project for this curriculum unit will be for the students to design an interior space using one point perspective and an exterior space using two point perspective. This drawings showcase a room and outside of a house that they will have designed through reflection and exploration of their identity. To help explain what a design board is use to Kathy Kou Home website.<sup>ix</sup> This website explains what a design board is and how interior designers use them to propose a design to a client. These design board include perspective drawings, pictures or drawings of objects in the space, as well as fabric pieces or pattern examples that will be used within the space. By showing this, a client can gain an overview of what the space will look like. The client can critique the work and give suggestions before the project is completed.

Kou’s design website suggest starting with a piece of fabric or accessory for the room that really attracts the designer. For this space, students will be asked to create a pattern using expressive lines that relate to their past. In this way they start with a pattern or design that will be represented in their space. This will become a piece of fabric to design other things around and to help create a style for the room. The site emphasizes that it is important to find something that inspires or excites the designer as their first part of the design. This can translate to the concept of identity. Taking that pattern, fabric, or design that inspires our student and talking about why they chose the lines they did to express themselves could be an excellent way to tie it into student identity. The site also talks about finding inspiration from Pinterest and the internet. This research is important in developing the design boards. Pinterest is an excellent source of inspiration, however for the introduction to different interior design styles the HGTV website listed below is a good resource to begin with.<sup>x</sup>

The HGTV site is very useful in giving an overview of different styles.<sup>xi</sup> On the website there is a page titled Design Styles Defined. This site will be useful for the lesson which asks the students to identify their personal taste and research a style that fits their taste in an interior space. On the website each styles come with an artist that can be inspiration for the student’s projects. Students can look at the different styles, choose the one they are most interested in and look in depth about what they style looks like. This will be a good tie into consumerism and identifying why the students are drawn to a certain style. By identifying the style they are drawn to it gives us a platform to discover. For example, if a student is attracted to shabby chic is this because they do not value materialistic things, or because they identify with the comfort or calming tones?

Once students have an idea of what style they most relate to, the Kathy Hou Home website breaks the process down into steps. The first is that Pinterest and research stage called Getting Started. The Website goes on to step 2, Lay Out Your Room. This part is the drawing stage that instructs designers to layout their room and work on putting all parts of the room in scale. This is where students will use the one point perspective drawing they have reviewed. By doing this the students are able to see how big of a space they have.

The third step to the design process is called Highlight Fabric, Colors, and Materials. For this stage Kathy Kou says to “form an idea of which fabrics and materials are going to go with which piece”. This is a time to expand upon the idea of identity and find more materials, patterns, and designs that relate to student’s personal taste. This is the part they have accomplished by choosing an interior style that they identify with and exploring more into it. Part of this section of the unit will also relate to students analyzing their personal taste and reflecting on why they chose the style that they did. Kathy Kou’s site also suggests to identify if there are pieces of their designed space that they want to emphasize. The website states, “If you really want a piece of tile you adore to be the standout aspect of the room, attach it to a piece of foam board and place it on the board so that it stands in the forefront and more prominently than your other design elements”. This is an interesting strategy that can come into play when the students put the design board together for a display. Students should make note of any pieces of their style that really appeal to them to be used in their final design board.

The final step in the process is Add Product. Kathy Kou Home’s website makes some good suggestions for this stage. One being “Don’t feel the need to put every last piece of product on the board. Just place the furniture and accessories that define the design aesthetic”. This is a good point to review with the students. The board should be organized, not cluttered, but give an overview. Therefore, it is important to allude to all parts of themselves, past, present and future. Having color swatches or simple drawings can paint a picture for the observers without cluttering up the design board space.

Lastly the Kathy Kou Homes website talks about the difference between a hard vs. a digital design board. This is an interesting topic to mention to the students. We live in a digital age and many designers find the digital approach easier. Students will most likely not have access to software for a digital design board, but making them aware of this development and advancement in the field of interior design can be a good way to shift back to discussions on the career of interior design. The website is an excellent source of visual inspiration for the students and a valuable resource for this unit. There are however many other site similar to this one that could be used to describe this process in more detail depending on how one wishes to instruct.

Another useful website is Padraig Hill’s article, Digital Presentation Board at [onlinedesignteacher.com](http://onlinedesignteacher.com).<sup>xiii</sup> This article goes into more details about how one would design a presentation board using the digital method. Though this article is displaying a digital version of presentation it has several good examples of presentations as references for the students to review.

In addition to identifying the style of the room, students will be asked to create a piece of furniture that fits into the style they identify with. For inspiration a good resource for students is the website [Findyourfurniture.com](http://Findyourfurniture.com).<sup>xiii</sup> On the website, there is a tab labeled Choose Your Style. In this section of the website they display hundreds of furniture options that are broken down into specific styles. This is an excellent way for the students to start identifying what their

personal style is or narrow down furniture options that fit into the style they have chosen. Having access to many examples of each style is excellent inspiration for when they design their own piece of furniture. They can choose to combine different pieces of the ones they see or could simply gain a better understanding of the colors and materials are often used in their chosen style.

## **Instructional Implementation**

Past Identity

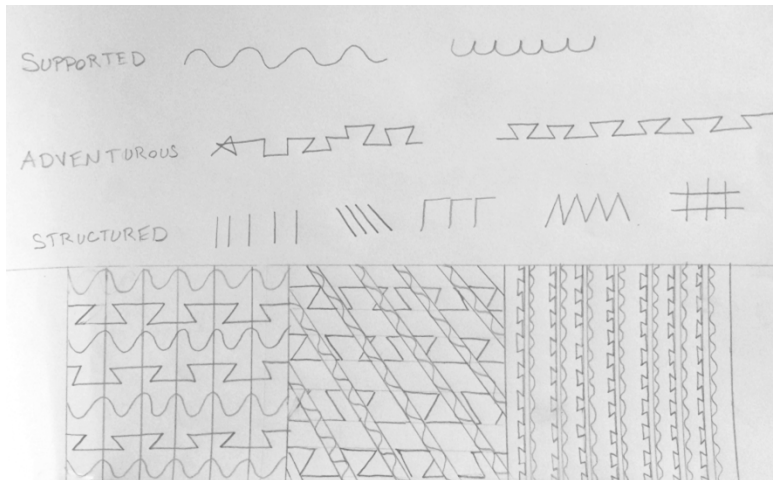
*Day 1- Explain the project / discuss past*

Objective: Understand the project goals. Use expressive lines to create a pattern that represents your past.

Warm up: Choose 3 characteristics or descriptive terms that would describe your childhood (Put these instructions on board for students to do as they walk in)

- Introduce the project and show students an example of the final product. Explain each part and how that part represents you, the artist. Identify which parts you designed and which parts were influenced by research. Give students a list of all due dates and expectations to ensure students are goal oriented and know what is expected of them throughout the project.
- Expressive Lines:
  - Introduce term Expressive Line.
    - Expressive lines are lines used to express emotion or feeling. [Curvy lines for emotions like reliable, flexible, loving. Straight lines for structure, strict, hard. Jagged lines can express broken, rough, violent] Expressive lines help create an emotion when viewed. Have students look at their 3 descriptive terms and turn them into expressive lines.
  - Can have multiple lines for each descriptive term, but need to narrow down to one eventually.
    - This is the concept of abstract thinking at work. Having students think about symbols or lines that represent larger ideas.
- Demonstration: Then demonstrate of how you could turn those three characteristic expressive lines into a pattern.
  - Students will need to create 3 different patterns using those childhood expressive lines. (See example below.) This is their first assessment check. It is a check for understanding and completion. If students are not understanding the concept review and give more examples.





EXAMPLE OF EXPRESSIVE LINES ACTIVITY

EXAMPLE OF FINAL PATTERN

When finished:

1. Have students think of colors they associate with their childhood.
  - a. Did they have a favorite stuffed animal? If so what color was it?
  - b. What was the color of their room growing up?
  - c. Did they have a favorite toy they always took everywhere? What color?
2. Have students add color to their pattern that relates to their childhood.

## Present Identity

*Day 1: Objective: Explore the career of an interior designer and the different styles of interior spaces.*

Explain the career of an interior designer.

Go over:

- Education
- Licenses Required
- Interior Design Styles (General Overview of styles using the HGTV website as a visual resource.

Have students take notes as they go and create visual aids in their notes to help them remember the content better in future.

Have students go to the HGTV website and review the different interior design styles.

<http://www.hgtv.com/design/decorating/design-101/design-styles-defined-pictures>

Students are to create study guide that shows images from HGTV website and descriptions of style.

*Day 1- extension:* If available: Contact an interior designer in your area and arrange for them to come guest speak. Allow the designer to talk about their field and professional work. Allow students to ask questions and examine work done by that individual.

### *Day 2:*

Objective: Students explore personal taste and identify styles they like. Students will identify furniture from those styles they like and create a written reflection of why they are pulled to those designs.

Have students review the different interior design styles and select one they feel a connection to. They will need to explain their reasoning for selecting this style.

Students are to research deeper into the style and choose 1-2 interior designers that work in that style.

Once chosen students will have to create a presentation on Google Slides that showcases 2-3 pieces of furniture they like by their designer or designers. The last slide will then be a reflection on their selection that answers the following questions.

1. What about your chosen style were you drawn to? Why did you choose it?
2. Does this style relate to the home you live in now? Explain your answer in several sentences.
3. Where have you seen this style before? Showroom, TV, friend's house, never seen?
4. Based on how you answered the above question do you feel there is a connection between the environment and consumer advertisement we encounter in our everyday lives and the consumer choices we gravitate towards? (For example: If you saw this style on your favorite TV show do you feel you are more inclined to like because it is on your favorite TV show or would you have chosen it even if you had never seen it before?)

This will be submitted for an informal grade.

### *Day 3:*

Objective: Using critical and creative thinking design a piece of furniture that would fit into your chosen interior design style.

Warm up: Looking at the interior design style you chose last class, create a list of characteristics you feel that style has.

- Class activity: Review their chosen style and the interior designers that create furniture in that style. Using that inspiration students will design their own piece of furniture.
  - This can be any piece of furniture, but should showcase the interior design characteristics of the style they like. If the style has big bulky furniture then their design should also be big and bulky. Students are to create a sketch of what this piece of furniture would look like.
  - Use: <http://www.findyourfurniture.com/choose-your-style> to help students see more examples and gain inspiration.

### *Day 4:*

Review drawing with one-point perspective. Students will have had experience with this in beginning visual arts, but it is a good idea to take it from the basics when reviewing.

Print Article for students and show video:

<http://thevirtualinstructor.com/onepointperspective.html>

Have students practice creating their designed piece of furniture using this style of perspective drawing.

Homework: Students are to take photographs of interior spaces they encounter every day. These should be spaces they are familiar with and where they feel themselves. This could be a classroom, their home, a community center or church, etc. Must be taken with one wall entered in back of photo (one point perspective).

Show students examples of photos that show the correct angle.

*Day 5:*

Objective: Drawing photographed interior space in one point perspective.

Warm up:

What interior spaces did you photograph?

What meaning do these places hold for you?

How do you think the places we encounter help to form our identity?

Take several minutes to allow students to discuss their warm up question answers with the students sitting around them. As a class come together and allow students to explain their answers.

- For this lesson the goal is to connect the spaces we inhabit with part of our identity. Our present identity is partially shaped by the places we live, work, and encounter. The idea is to help students realize this connection and create a drawing of one of those spaces to place their designed piece of furniture in.
- The task of this lesson is for the students to be able to see an interior space and then be able to draw it in perspective. Students are to look at the photographs they took and choose one and draw them in the one point perspective style.
- Review how to draw using the one-point perspective style and assign the students to draw one of their photographed interior spaces. The sketch must be drawn in perspective and include an attempt to draw at least two or three objects in the room.

When finished: In sketchbooks have students write a reflection about their process. Students are to answer:

- What architectural space did you photograph?
- How does this interior space relate to you as an individual? What is its significance?
- How would you be different if you did not have this space in your life?
  - Example: [photo was of classroom] - if you did not have a classroom for you to learn in how would this affect the quality of your education. How would your identity change without school?

Future Identity

*Day 1: Future Home*

Objective: Study the work of Frank Lloyd Wright and explore drawing different architectural styles. Students will begin to design an exterior space that showcases what they want for their future.

Warm up: Draw a simple sketch of what your house looks like. This does not need to be in perspective.

Today's lesson is all about where the students see themselves in the future. Show students the piece of the design board that showcases a two point perspective house. Explain that this house represents where they will be in 10 years. This is their future identity.

The teacher will introduce the architect Frank Lloyd Wright and discuss his innovative approaches to designing houses.

- Students will then spend 20-25 designing a house where they see they seem themselves 10 years from now living.
  - This could mean that new things have been invented in the next 10 years or simply designing a house that could exist now.
- Sharing in Groups
  - Students will then break into groups of 3-4 students. Each student will show their group the drawing of the house where they live now and the drawing of where they see themselves in 10 years. Each student will go around and explain their drawings. Then each group will get a large piece of paper and will divide it into 4 sections. At the top of each section the student will write their name and put their future home sketch. Then the paper will be rotated so a different sketch and name from their own is in front of them. The student will add notes or give ideas, below the drawing on the white paper, of how the student could improve their sketch or things to add.
- When finished student will cut out their section of paper with the notes, ideas and their drawing to keep and use as inspiration.
- Students who finish early: Use the Chromebook to research house designs and draw sketches of things they would like their future home to have.

*Day 2:*

Objective: Draw future dream home in 2 point perspective.

Review the rules and style of two point perspective drawing.

Resources:

- <https://www.youtube.com/watch?v=NZ0Igp25sV8> (Modern house with pool)
- <https://www.youtube.com/watch?v=vyeZbyEvZ28> (Modern House)
- <https://www.youtube.com/watch?v=jfvTGb1igZ4&t=1s> (Simple House)
- <https://www.youtube.com/watch?v=mE1v-ALAmrA&t=1s> (Cottage House)

Students are to work to create their dream home they brainstormed last class into the two point perspective style.

When finished: Write a reflection about the drawing experience. Why did the student design the house the way they did? What does the how include or tell about their future identity?

Students can also add color or decoration to the house to make it their own. Students that have not finished previous steps can take time to go back and complete work.

*Day 3-5:*

Objective: All Interior and Exterior identity pieces to be combined to create a design board that showcases their identity; past, present and future.

1. Explain to student how to create a Design Board that showcases all their designed pieces and perspective drawing.
  - a. Allow the setup and display to be open to the students but instruct that each part needs to be labeled and explained appropriately.
2. Students can add color and create patterns for their space.
3. Give students fabric to add to their board for their designed piece of furniture or other elements of the space.
4. Students are to type reflections about their process and attach them to the design board

Critique [ Last day of unit]

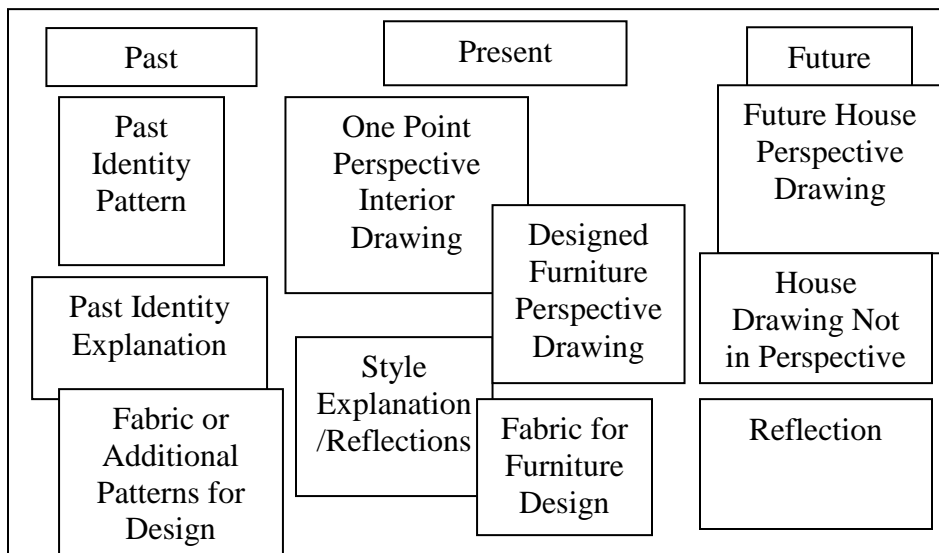
Students are to write a formal critique of their work. Students will example their process and their created presentation.

This critique should explain their work as well as give the students the opportunity to express how successful they feel they were at creating this project.

Below are several example questions to be used for critique.

- What part of the project do you feel you were most successful at. Explain.
- Where do you feel your identity is expressed and how so?
- What challenges did you encounter when creating this presentation? Explain.
- Who do you feel is a good audience for this presentation board? Who would you like to see it and why? If you do not want it displayed why not?
- Do you feel you are accurately displayed here? Would you change anything to better express more of yourself? Explain.

EXAMPLE OF DESIGN BOARD SETUP



## Assessments

1. Past Pattern design and explanation
  - a. Check for use of 3 lines in creating pattern with a written explanation of each line and what it represents.
2. Artist Research - Google Slides
  - a. Students create a PowerPoint that identifies an interior design style that showcases their individual style.
  - b. Students write an explanation of why the style relates to their characteristics and identify one piece of furniture from that style that they want to incorporate into their room.
3. Designed Piece of Furniture
  - a. Original design for a piece of furniture that would fit into their chosen interior design style
4. Interior Photographs Homework
  - a. Students are to take photographs of at least 3 interior spaces that they encounter in their lives. These should be taken with one wall frames in back as if it was a perspective drawing.
5. Dream Home two-point perspective drawing
  - a. Drawing of an original exterior design in two-point perspective that showcases where they see themselves in 10 years.
6. Design Board
  - a. Incorporates:
    - i. Past pattern design
    - ii. Present created/designed furniture that showcases style they chose
    - iii. One-point perspective room drawing of a space where they feel most themselves
    - iv. Two-point perspective drawing of their dream home where they see themselves in 10 years
    - v. Reflections that explain their thought process when creating the different parts of the board
  - b. Board should be organized by time frame and include fabric, accessory items and/or color that adds to their designs.
7. Final Critique
  - a. Reflection and critique of overall project

## Materials:

- Fabrics - All colors and with varying designs and patterns - fabric scraps
  - Used in design of Design board to help with display and overall plans for identity space
- Large poster size foam board
  - For design board presentation
- Scrap foam board pieces (various sizes)
  - to add things to design board/ mount fabric to
- Drawing paper
  - For one and two point perspective drawings
- Colored pencils
  - To add color to designed furniture and past pattern
- Glue [both glue sticks and liquid glue]
  - adhesive for design board composition
- Computers
  - to be used for research and inspiration
- Rulers
  - Aid in perspective drawing
- Interior Designer books /magazines- (check local library)
  - to give students inspiration
- Printer
  - Print typed reflections

## Appendix 1: Teaching strategies

**Backwards Design Teaching:** The strategy originated from Wiggins and McTighe's book *Understanding by Design*.<sup>xiv</sup> This strategy "begins with desired end goals by focusing on what the learner will learn, rather than what the teacher will teach".<sup>xv</sup> This method gives the students the task and asks them "how do we get there". It is important to have goals that your students can work towards. It also allows students to become more independent with their learning and focus on the best way for them individually to obtain that goal.

Backward design strategy had three stages that help determine how the lessons will go. The first is Identify the Desired Results. This is where the students are given an explanation of what they will be working towards. For this curriculum unit this strategy can be used by explaining the objectives of the unit and showing an example of the final product on the first day. The completed design board space example will be shown and discussed with them. This stage overlaps with our seminar 3 topic about Big Ideas. In this seminar we looked at material from Anne Thulson's *Art Connections Presentation* (2017). In this presentation Anne Thulson talked about the need to focus on a Big Idea. In the PowerPoint presentation taken from Thulson's presentation it gives examples of big ideas such as family, heroes, life and death, community, and so on. These are broad concepts which focus on important topics. These topics because they are broad allow an instructor to focus in on certain parts of that topic depending on the students they are instructing. For my curriculum unit my big idea will be identity. For my project these questions will revolve around personal identity as it appears in a space. We are influenced by what is around us and through this unit students will become more aware of the spaces they encounter. They will also become more in tune with their personal style and tastes in decoration. In Wiggins' and McTighe's book they talk about how you need a "big idea" to create enduring understanding. They state, "Enduring understanding does beyond discrete facts and skills to focus on large concepts, principles, and processes". By having this unit's topic be about the concept of identity it will be a memorable unit.

The second stage in backward design teaching is Determine Acceptable Evidence. For this stage it is important to determine how the project will be assessed and when. For backwards design the assessment is not something done at the end of the unit, but instead done through formal and informal assessments along the course of learning to gain evidence of student understanding and proficiency. By breaking up the assessment into short term goals students will have goals to work towards. In this way student motivation is fueled. If students have short term goals to work towards they will gain encouragement from their successes along the way. In the case that they do not succeed in a task along the way they are better able to understand what is being asked of them and strive to do better for the final project. When students succeed or understand the requirements they are more motivated to learn. Through these assessments along the way one can present extrinsic motivation to learn. As they succeed they will have more intrinsic motivation to learn the material.

The last stage in the backwards design strategy is Plan Learning Experiences and Instruction. This is the stage where I am discovering what my students know and designing teaching to facilitate their learning. In this way I am not covering material the students already know. I am adding to and advancing their knowledge to help them discover that big idea of identity.



**Analysis of Student Work:** Throughout the unit we will have several checks that are both peer and teacher reviewed to show progress and discuss ideas. These checks will be a way to share and advance ideas as students create their different design board pieces. Student can use peer suggestions to advance their own projects. They will also be a checkpoint to assess student progress in order to facilitate students who need additional aid or inspiration for their work.

**Classroom Demonstration:** Throughout the creative process we will have several classes with classroom demonstration activities. These demonstrations can help students gain a better understanding of the creative process they are being asked to do. We will have one when creating the one point perspective room drawings, one for a review of expressive lines, and one when working through the designing of the design board presentation.

**Guest Speaker:** If possible Bring in a guest speaker who works as an interior designer, furniture designer, architecture, or a related field. This can give students valuable insight into the professional application of the work they are doing. The students will gain a broader understanding of the career requirements and work that these professionals perform. The opportunity for the students to ask questions and show their designs to this professional can also help to spark creativity and motivation for their individual learning.

## Student Resources

### Perspective Videos:

Circlelinemedia. "How to Draw in 2-Point Perspective: A Modern House." YouTube. May 21, 2016. Accessed November 26, 2017. <https://www.youtube.com/watch?v=NZ0Igp25sV8>. Video aid for students to watch to learn how to draw a modern house in two point perspective. Video gives step by step instructions and demonstration.

Circlelinemedia. "How to Draw a House in Two Point Perspective: Modern House." YouTube. October 14, 2017. Accessed November 26, 2017. Video aid for students to watch to learn how to draw a modern house in two point perspective. Video gives step by step instructions and demonstration.

"How to Draw a Cottage House in Two-Point Perspective." YouTube. July 19, 2014. Accessed August 26, 2017. <https://www.youtube.com/watch?v=mE1v-ALAmrA&t=1s>. Video aid for students to watch to learn how to draw a cottage house in two point perspective. Video gives step by step instructions and demonstration. Video also shows students ways to customize the design in order to create curves or waves on their house.

"One Point Perspective." One Point Perspective-Linear Perspective. Accessed September 19, 2017. <https://thevirtualinstructor.com/onepointperspective.html>. Video shows a basic demonstration of one point perspective. This video is an example of a digitally created one point perspective room which gives a step by step on how to set up and create simple furniture.

Priestley, Paul . "How to Draw using Two Point Perspective." YouTube. December 29, 2015. Accessed November 26, 2017. <https://www.youtube.com/watch?v=jfvTGb1igZ4&t=>. Video aid for students to watch to learn how to draw a simple house in two point perspective. Video gives step by step instructions and demonstration. Shows the addition of a garage being added. demonstration shows how to set up roof of house.

### Interior Design Style Adds:

"Choose your style." Find your furniture. Accessed September 19, 2017. <http://www.findyourfurniture.com/choose-your-style>. The website shows 5 major design categories and furniture that would fit into each. The categories are Contemporary, Casual, Eclectic, Traditional, and Country. There are numerous examples of piece of furniture that can be used as inspiration or research for this project.

HGTV. "Design Styles Defined." HGTV. January 11, 2017. Accessed October 1, 2017. <http://www.hgtv.com/design/decorating/design-101/design-styles-defined-pictures>. This website does over many of the interior design styles out there today. For each style there is a picture, short description, and an artist names who works in that style. The website also has many more links to home improvement help and design aid.

## Biography for Teachers

Cahill, Pdraig. "Design Presentation Boards." *Design Tutorials and Articles*, Accessed 19 Sept. 2017. [www.onlinedesignteacher.com/2016/02/design-presentation-boards.html](http://www.onlinedesignteacher.com/2016/02/design-presentation-boards.html).

This website shows examples of design boards. There are tips of how to make the design board eye catching and interesting. There are many examples of digitally created design presentation. The website explains how to read a design board, suggesting a left to right composition for aesthetics. There is a section that talks about framing pieces of the design board to make it more professional.

"Choose your style." Find your furniture. Accessed September 19, 2017.

<http://www.findyourfurniture.com/choose-your-style>. The website shows 5 major design categories and furniture that would fit into each. The categories are Contemporary, Casual, Eclectic, Traditional, and Country. There are numerous examples of piece of furniture that can be used as inspiration or research for this project.

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<https://www.youtube.com/watch?v=NZ0Igp25sV8>. Video aid for students to watch to learn how to draw a modern house in two point perspective. Video gives step by step instructions and demonstration.

Circlelinemedia. "How to Draw a House in Two Point Perspective: Modern House." YouTube. October 14, 2017. Accessed November 26, 2017.

<https://www.youtube.com/watch?v=vyeZbyEvZ28>. Video aid for students to watch to learn how to draw a modern house in two point perspective. Video gives step by step instructions and demonstration.

"Frank Lloyd Wright." Biography.com. April 02, 2014. Accessed September 1, 2017.

<https://www.biography.com/people/frank-lloyd-wright-9537511>. This site gives a thorough overview of the life and career of architect Frank Lloyd Wright. This architect is known for his innovative architectural work. The website talks about Frank Lloyd Wright's early life, education and most famous works. It also mentions how and when he passed.

"Frank Lloyd Wright, Fallingwater." Khan Academy. Accessed September 21, 2017.

<http://www.khanacademy.org/humanities/ap-art-history/late-europe-and-america/modernity-ap/a/frank-lloyd-wright-fallingwater>. The focus of this website is the architecture and design of Frank Lloyd Wright's Fallingwater. The article goes over the interior and exterior design of the building. This article is a very useful resource to inspire students when they design their future home.

Gates, Erin T. *Elements of style: designing a home and a life*. New York, Simon & Schuster, 2014. This book offers inspiration and visual aids for design. The book shows many

examples of places Erin Gates has interior designed. The book gives explanations and insight into each design.

HGTV. "Design Styles Defined." HGTV. January 11, 2017. Accessed October 1, 2017. <http://www.hgtv.com/design/decorating/design-101/design-styles-defined-pictures>. This website does over many of the interior design styles out there today. For each style there is a picture, short description, and an artist names who works in that style. The website also has many more links to home improvement help and design aid.

"How to Draw a Cottage House in Two-Point Perspective." YouTube. July 19, 2014. Accessed August 26, 2017. <https://www.youtube.com/watch?v=mE1v-ALAmrA&t=1s>. Video aid for students to watch to learn how to draw a cottage house in two point perspective. Video gives step by step instructions and demonstration. Video also shows students ways to customize the design in order to create curves or waves on their house.

"How to Present a Design Board to Your Interior Design Client." Kathy Kuo Blog | Kathy Kuo Home. June 26, 2017. Accessed August 15, 2017. <http://www.kathykuohome.com/blog/how-to-present-a-board-to-your-client/>. This website does over how to present a board to a client. The site mentions things one should include on a design board. The site also goes into detail about how to get started with a design.

"Interior Designers." Interior Designers: Career, Salary and Education Information - CollegeGrad.com. Accessed September 17, 2017. <https://collegegrad.com/careers/interior-designers>. Website gives an overview of the career of interior design. There is a list of requirements and licenses needed, salaries, education and duties of a designer. There is a breakdown of what percentage of an interior designers time usually goes to what tasks. It explains the best jobs for interior designers as well as gives a list of many of the jobs out possible. There is a list of the qualities needed for an interior designer.

"One Point Perspective." One Point Perspective-Linear Perspective. Accessed September 19, 2017. <https://thevirtualinstructor.com/onepointperspective.html>. Video shows a basic demonstration of one point perspective. This video is an example of a digitally created one point perspective room which gives a step by step on how to set up and create simple furniture.

Priestley, Paul . "How to Draw using Two Point Perspective." YouTube. December 29, 2015. Accessed November 26, 2017. <https://www.youtube.com/watch?v=jfvTGb1igZ4&t=>. Video aid for students to watch to learn how to draw a simple house in two point perspective. Video gives step by step instructions and demonstration. Shows the addition of a garage being added. demonstration shows how to set up roof of house.

Snowman, Jack, and R. R. McCown. *Psychology applied to teaching*. Belmont, CA, Wadsworth, 2015. Pg. 386-399 This book gives an overview of many teaching strategies and the psychology of students. The part of this book used in this unit is the one on students motivation. The chapter talks about the different kinds of motivation and ways to keep students engaged in learning.

"Teaching and Learning Frameworks - Yale University." Accessed September 19, 2017. <http://ctl.yale.edu/BackwardDesign>. This book gives an explanation of backwards design teaching. It presents a thorough and elaborate account of that backwards design is and how it can be used to instruct.

Wiggins, Grant P., and Jay McTighe. *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. This book is a resource on different teaching strategies. It has an explanation of backwards design teaching and how it can be used to educate and motivate students.

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<sup>i</sup> Snowman, Jack, and R. R. McCown. *Psychology applied to teaching*. Belmont, CA, Wadsworth, 2015. Pg. 386-399

<sup>ii</sup> Moss, Charlotte. *Winter house*. New York, Clarkson Potter/Publishers, 2005.

<sup>iii</sup> Landis, Dylan. *Designing for small homes*. Hong Kong, Joint Pub. Co., 1997.

<sup>iv</sup> Pile, John F. *Interior design*. Upper Saddle River, NJ, Pearson/Prentice Hall, 2007. pg. 15- 456

<sup>v</sup> "Interior Designers." Interior Designers: Career, Salary and Education Information - CollegeGrad.com. Accessed September 17, 2017. <https://collegegrad.com/careers/interior-designers>.

<sup>vi</sup> Gates, Erin T. *Elements of style: designing a home and a life*. New York, Simon & Schuster, 2014.

<sup>vii</sup> "Frank Lloyd Wright." Biography.com. April 02, 2014. Accessed September 1, 2017.

<https://www.biography.com/people/frank-lloyd-wright-9537511>.

<sup>viii</sup> "One Point Perspective." One Point Perspective-Linear Perspective. Accessed September 19, 2017. <https://thevirtualinstructor.com/onepointperspective.html>.

<sup>ix</sup> "How to Present a Design Board to Your Interior Design Client." Kathy Kuo Blog | Kathy Kuo Home. June 26, 2017. Accessed August 15, 2017. <http://www.kathykuohome.com/blog/how-to-present-a-board-to-your-client/>.

<sup>x</sup> Hgtv. "Design Styles Defined." HGTV. January 11, 2017. Accessed October 1, 2017.

<http://www.hgtv.com/design/decorating/design-101/design-styles-defined-pictures>.

<sup>xi</sup> Hgtv. "Design Styles Defined." HGTV. January 11, 2017. Accessed October 1, 2017.

<http://www.hgtv.com/design/decorating/design-101/design-styles-defined-pictures>.

<sup>xii</sup> Cahill, Pdraig. "Design Presentation Boards." *Design Tutorials and Articles*, Accessed 19 Sept. 2017.

[www.onlinedesignteacher.com/2016/02/design-presentation-boards.html](http://www.onlinedesignteacher.com/2016/02/design-presentation-boards.html).

<sup>xiii</sup> "Choose your style." Find your furniture. Accessed September 19, 2017.

<http://www.findyourfurniture.com/choose-your-style>.

<sup>xiv</sup> Wiggins, Grant P., and Jay McTighe. *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008.

<sup>xv</sup> "Teaching and Learning Frameworks - Yale University." Accessed September 19, 2017. <http://ctl.yale.edu/BackwardDesign>.