**Design Plan Steps**

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| **Lesson Title (concept)** | Steps in Developing a Design Plan |
| **Instructor** | Kathy Scholl |
| **Suggested grade level/course** | Housing, Interior Design & Home Furnishings |
| **Time suggested** | Two 45 min Periods (Presentations on Day 2) |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | **Standard 11: Integrate knowledge, skills and practices required for careers in housing and interior design**  **11.2 Evaluate housing and design concepts and theories, including green design, in relation to**  **available resources and options.**  11.2.1 Evaluate the use of elements and principles of design in housing and commercial and  residential interiors.  11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.  11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | This lesson will be the lead off lesson in my Unit Plan. We will first talk about the unit and all the components that are included. Students will then teach each other about the design steps.  I’m choosing cooperative learning as the design steps are simple to understand, yet the book spends two chapters on them. I think that by allowing the students to teach each other about the steps and holding each student responsible for the learning, they will be motivated to learn the basics of each step.  Differentiation will be done my IEP modifications and accommodations, as well as in grouping of students. I will pre pick groups with differing ability levels in each group. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | * Identify the steps in developing a design plan * Summarize factors to consider when choosing a style and color scheme |
| **Assessment:**   * How will you know students can do the above? | Student presentations and notes.  See Below for Presentation Rubric |
| **Materials:** Textbook chapters on Design Steps, iPads, Apple TV, chart paper | |
| **Procedure/activities**  **Bell Ringer:** Email in the Answer to the question on the board: What do you think is included in the steps to design a room?  **Introduction to the Unit:**   * We are starting our Interior Designer in Training Unit * We will learn and teach each other the steps in the Design Process * We will randomly choose a client from our client profiles to design a room for * Review of Design Elements and Principles * Create Color and Inspiration Boards for our clients * Design a Room using the Room Planner application * Present our Design to a group of peers, explaining how the design elements and principles are included in the color/inspiration/and room design. As well as traffic flow, colors and color scheme.   **Design Steps Group Assignments & Steps:**  Students will be pre-grouped into groups of 3 or 4, with differing ability levels  Each group will be assigned 2 Different Steps in the Design Process.   1. Step 1: Identify the Design Goal 2. Step 2: Assess Client Characteristics 3. Step 3: Analyze the Environment 4. Step 4: Develop a preliminary budget 5. Step 5: Compile a design resource file 6. Step 6: Plan use of Space 7. Step 7: Choose a style and color scheme 8. Step 8: Select backgrounds, furniture, lighting, and accessories 9. Step 9: Present the design 10. Step 10: Implement the design.   **Group Work:**  Students will be responsible for teaching their Steps to the class. They can use any media they would like to teach their parts. All group members must work on both steps. The teacher will choose who will start the presentation and ask questions to all members during their teaching. All members will be responsible for both assigned steps.  Group work is included in the rubric.  **Ticket Out Day 1:** Students will self-grade their groups in an email to the teacher, scoring group member’s participation on a scale of 1-5. | |
| References and resources | Textbook Design Chapter(s) |

Include attachments of any handouts, assessments, and/or powerpoints, etc.

***Rubric for Presentation:***

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| **Oral Presentation Rubric : Design Steps** | | | | |
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| Teacher Name: **Mrs. Scholl** | |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
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| CATEGORY | 4 | 3 | 2 | 1 |
| Comprehension | Student is able to accurately answer almost all questions posed by classmates about the topic. | Student is able to accurately answer most questions posed by classmates about the topic. | Student is able to accurately answer a few questions posed by classmates about the topic. | Student is unable to accurately answer questions posed by classmates about the topic. |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Evaluates Peers | Fills out peer evaluation completely and always gives scores based on the presentation rather than other factors (e.g., person is a close friend). | Fills out almost all of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend). | Fills out most of the peer evaluation and always gives scores based on the presentation rather than other factors (e.g., person is a close friend). | Fills out most of the peer evaluation but scoring appears to be biased. |
| Collaboration with Peers | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| Stays on Topic | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Listens to Other Presentations | Listens intently. Does not make distracting noises or movements. | Listens intently but has one distracting noise or movement. | Sometimes does not appear to be listening but is not distracting. | Sometimes does not appear to be listening and has distracting noises or movements. |
| Enthusiasm | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked. | Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |