**Design a Room—Room Planner**

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| **Lesson Title (concept)** | Design a Room for Clients |
| **Instructor** | Kathy Scholl |
| **Suggested grade level/course** | Housing, Interior Design & Home Furnishings |
| **Time suggested** | Two 45 min Periods |
| **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.  **11.4 Demonstrate construction document reading, and space planning skills required for the**  **housing, interiors, and furnishings industry.**  11.4.6 Demonstrate graphic communication skills (CAD, PowerPoint, sketching). |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing these activity/strategies? * How will you plan for differentiation? | This lesson is toward the end of my unit of “Interior Designer in Training”. In this lesson students will think about their clients request for rooms, room arrangement, traffic flow patterns in a room. This lesson was chosen because students are using a CAD program as well as applying knowledge about concepts and theories of design while evaluating and designing a room.  Differentiation will be done in the classroom with modify the points on the final rubric and lessening the required elements as appropriate. |
| **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? | * Design a room for the client using the iPad app Room Planner * Apply traffic pattern knowledge to the room layout. * Demonstrate use of color and color scheme in the room. |
| **Assessment:**   * How will you know students can do the above? | See Below Rubric |
| **Materials:** Textbook for reference, iPads, Room Planner Application, Color Wheels, pencil/paper | |
| **Procedure/activities**  **Bell Ringer:** Answer the question on the board and email it in to the teacher.  In your opinion, list the top three considerations that a designer should think about when creating a floor plan for a room.  **Instructions:**  Students will create and design a room, with color and furniture (as appropriate and included in the program) for their client.  Students will open the Room Planner application on their iPads and watch the tutorials for designing a room/house.  Students will sketch a basic plan of what they would like to create using a pencil/paper. Then begin to design using the Room Planner application.  **Work Time:**  Students will continue to design a room for their client from the color/inspiration board project. All projects will be presented to a group of peers for the final project.  **Ticket out of Class:** Students will screen shot what they have accomplished during the work time. Screenshot will be emailed in along with the Highs and Lows of the project. High being the best thing about the project, Low being the worst or most frustrating. Students will also email in any questions they might have that weren’t answered during work time. | |
| References and resources |  |

Include attachments of any handouts, assessments, and/or PowerPoint’s, etc.

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| **Design a Room : Room Planner** | | | | |
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| Teacher Name: **Mrs. Scholl** | |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
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| CATEGORY | 4 | 3 | 2 | 1 |
| Color Choices | Student always uses color appropriate for features to fit chosen color scheme | Student usually uses color appropriate for features to fit chosen color scheme. | Student sometimes uses color appropriate for features to fit chosen color scheme. | Student does not use color appropriately. |
| Labels & Features - Neatness | 90-100% of the labels/features can be read easily. | 89-80% of the labels/features can be read easily. | 79-70% of the labels/features can be read easily. | Less than 70% of the labels/features can be read easily. |
| Scale | All features on map are drawn to scale and the scale used is clearly indicated on the map. | Most features on map are drawn to scale and the scale used is clearly indicated on the map. | Many features of the map are NOT drawn to scale even though a scale is clearly indicated on the map. | Many features of the map are NOT drawn to scale AND/OR there is no scale marker on the map. |
| Knowledge Gained | When shown a blank base room, the student can rapidly and accurately start to create and design a room. | When shown a blank base room, the student can rapidly and accurately with few struggles in the creating process. | When shown a blank base room, the student shows little comprehension of how to run the program or by using pencil/paper. | When shown a blank base room, the student is not able to design and create using the Room Planner Application or using pencil/paper |
| Neatness of Color and Lines | All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely. | All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely. | Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely. | Many lines, corrections of errors, and/or features are not neatly done. |
| Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |