

Interior Design 2

Exam Information	Description																
<p>Exam number 333</p> <p>Items 44</p> <p>Points 50</p>	<p>The Interior Design 2 industry certification exam assesses learners' skills in applying the elements and principles of design to interiors. Learners demonstrate their abilities through projects focused on architecture, furniture styles and constructions, surface treatments and backgrounds, design and function of space, and lighting. The exam may also include elements of FCCLA as an integral part of the assessment.</p>																
<p>Prerequisites Interior Design 1</p> <p>Recommended course length One semester</p> <p>National Career Cluster Architecture & Construction</p> <p>Arts, A/V Technology, & Communication</p> <p>Performance standards Included (Optional)</p> <p>Certificate available Yes</p>	<p>Exam Blueprint</p> <table border="1"> <thead> <tr> <th data-bbox="537 877 1031 913">Standard</th> <th data-bbox="1063 877 1515 913">Percentage of exam</th> </tr> </thead> <tbody> <tr> <td data-bbox="537 919 1031 951">1. Elements & Principles of Design</td> <td data-bbox="1063 919 1515 951">6%</td> </tr> <tr> <td data-bbox="537 957 1031 989">2. Architectural Features & Styles</td> <td data-bbox="1063 957 1515 989">18%</td> </tr> <tr> <td data-bbox="537 995 1031 1026">3. Construction Documents</td> <td data-bbox="1063 995 1515 1026">6%</td> </tr> <tr> <td data-bbox="537 1033 1031 1064">4. Textiles</td> <td data-bbox="1063 1033 1515 1064">12%</td> </tr> <tr> <td data-bbox="537 1071 1031 1102">5. Flooring & Wall Treatments</td> <td data-bbox="1063 1071 1515 1102">24%</td> </tr> <tr> <td data-bbox="537 1108 1031 1140">6. Furniture Features & Characteristics</td> <td data-bbox="1063 1108 1515 1140">30%</td> </tr> <tr> <td data-bbox="537 1146 1031 1178">7. Visual Presentation</td> <td data-bbox="1063 1146 1515 1178">4%</td> </tr> </tbody> </table>	Standard	Percentage of exam	1. Elements & Principles of Design	6%	2. Architectural Features & Styles	18%	3. Construction Documents	6%	4. Textiles	12%	5. Flooring & Wall Treatments	24%	6. Furniture Features & Characteristics	30%	7. Visual Presentation	4%
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Standard 1

Students will review the elements and principles of design. (Interior Design 1 Standard 3, 4, 5, & 6)

Standard 2

Students will identify architectural features and styles.

Objective 1 Identify the American adaptations of housing styles and architectural features such as

Type	Picture	Key elements
Tudor		<p>Revival of Old English Style using half-timbering</p> <ul style="list-style-type: none"> - Half timbering - Casement windows - Dormer windows - Gable roof - Exterior: half timbering
Spanish		<p>Arcade, barrel roof tile, stucco, black wrought iron, courtyards, tile</p> <ul style="list-style-type: none"> - Hip roof, arch window, arch, arcade - Exterior: White stucco
Cape Cod		<p>Symmetrical, one to one 1/2 stories, clapboard siding and central door and chimney</p> <ul style="list-style-type: none"> - Gable roof - Double hung windows w/ shutters - Exterior: Clapboard siding
Georgian		<p>Symmetrical, 2 1/2 stories, dentil trim, double hung windows with 9-10 panes, quoins, pilasters around paneled door, often has two chimneys.</p> <ul style="list-style-type: none"> - Hip roof, dormer window, pediments, dentil trim - Exterior: Brick or stone
Greek Revival		<p>2 story columns, large pediment towards street</p> <ul style="list-style-type: none"> - Gable roof, double hung windows, dentil trim - Exterior: clapboard siding, structural columns
Victorian Queen Anne		<p>Tower, wraparound porch, gingerbread, fish scale shingles, asymmetrical</p> <ul style="list-style-type: none"> - Gable roof, bay window, towers, turrets, dormers

Contemporary/Modern		<p>Clean simple lines, large windows</p> <ul style="list-style-type: none"> - Flat roof, picture windows, low contrast (neutral colors), a lot of glass - Exterior: stucco or metal
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Standard 2 Performance Evaluation included below (Optional)

Standard 3

Students will understand components of construction documents - a set of plans that a builder uses.

Objective 1 The components of construction documents are the site plan, floor plan, interior and exterior elevations and the electrical plans.

1. Identify and discuss the site plan – a drawing of the building location on the lot.
2. Identify and discuss the floor plan as a 2-D scaled drawing that shows the layout of the rooms with blueprint symbols.
3. Identify and discuss elevations as a 2-D representation of a given side of a building or inside wall details.
4. Identify and discuss the electrical plan which shows lighting, switches, outlets, TV, phone and computer outlets.


Standard 3 Performance Evaluation included below (Optional)

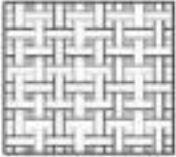
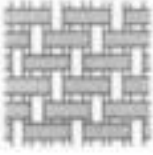
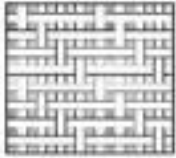
Standard 4

Students will identify and explain various textiles.

Objective 1 Identify various textiles and factors that lead to the selection of specific textiles.

1. Identify natural textiles (cotton, linen, silk, wool) - come from plants or animals.
2. Identify manufactured textiles
 - a. Synthetic - made with chemicals (acrylic, nylon, olefin, polyester)
 - b. Cellulosic – made from plant material chemically converted to a soluble compound (acetate, rayon) Identify basic weaves and finishes (plain, twill, satin, Jacquard, purpose of finishes).

Jacquard		<p>An intricate, variegated weave made by lifting any number of warp threads and any number of weft threads to create a woven pattern in the fabric.</p>	<p>The weaves are created on a Jacquard loom. Creates brocades, tapestries, and damask. Used for draperies and upholstery.</p>
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Weave Name	Picture	Description	Characteristics
Plain		Formed by interlacing yarns one over, one under in regular sequence.	Simple, basic weave that wears evenly.
Twill		Formed by "floating" one warp thread over two or three weft threads, then under one. This creates a diagonal wale.	Produces a firm, strong fabric with a visible diagonal line.
Satin		Formed by "floating" one warp thread over four or more weft yarns then under one thread. The order of interlacing is staggered so the result is a smooth face with no wales.	The floats give satin fabric its sheen.

Standard 5

Students will identify and explain various flooring and wall treatments.

Objective 1 Identify floor treatments and factors that lead to their selection.

1. Discuss the characteristics of flooring types:
 - a. Hard: durable, dent resistance, long lasting (wood—strip, plank, parquet; tile, ceramic tile, porcelain tile, and natural stone – marble, granite, slate, travertine)
 - b. Engineered: similar to hard wood with a plywood underlayer, wears well, no gaps, no weather change, no need to refinish.
 - c. Resilient: durable, wears well, returns to original shape after stress, quieter to walk on (vinyl)
 - d. Luxury Vinyl Plank (LVP)
 - e. Soft: hardest to clean, will wear out, made from woven fibers (carpet, rugs).
2. Discuss characteristics of carpet fibers.
 - a. Nylon - most widely used, strong & durable, resists crushing and matting, good color retention
 - b. Olefin - inexpensive, lacks resiliency, easy to clean
 - c. Polyester - durable, soft, lacks resiliency, not crush resistant
 - d. Wool - long life, great resilience, resists crushing, soil resistant
3. Discuss carpet terms and how they affect quality and selection
 - a. Pile - length of the yarns
 - b. Density - closeness of yarns
 - c. Fiber - a natural or synthetic substance processed into a thread or yarn of continuous length



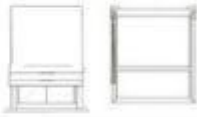

Objective 2 Identify ceiling and wall treatments and factors that lead to their selection.

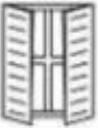

1. Paint is darker when dry. Choose a paint color that is slightly lighter than the one desired.
2. Discuss paint types

- a. Latex/water based—quick drying, easy to apply, easy cleanup with water
 - b. Oil based—durable, must use a solvent to clean up
 - c. Discuss paint finishes
 - d. Flat—reflects very little light, least washable.
 - e. Eggshell—small amount of shine, more washable than flat.
 - f. Satin—smooth, velvety look with a bit more gloss, easy to keep clean.
 - g. Semi-gloss—used most in residences, subtle shine, very washable.
 - h. High gloss—shiniest, most durable and easiest to clean but shows more imperfections on the wall.
3. Discuss appropriate wallpaper and terminology.
 - a. Wallpaper – traditional paper, needs to use paste.
 - b. Pre-pasted - paper with a dry coating of paste that only needs to be moistened.
 - c. Peel and stick - easy to remove, flat or textured walls.
 - d. Pattern repeats - how often the pattern will repeat, can be measured vertically and/or horizontally.
 4. Discuss the various types of molding - strips of shaped wood used for trim or ornamentation in a room.
 - a. Chair-rail - trim running horizontally about 3' from the floor
 - b. Crown - a wide trim used on walls next to the ceiling
 - c. Base - a trim used on walls next to the floor
 - d. Wainscot - area of decorative wooden paneling on a wall

Objective 3 Identify window treatments and factors that lead to their selection.

1. Identify the types of window treatments
2. Discuss window treatment considerations
 - a. Direction of window: north – insulation, little light control; east – light control in a.m. south – a lot of light control, west – hot piercing light in p.m.
 - b. Light control: consider use of room (theater, bedroom, etc.)
 - c. Shape of window: tall, narrow, arched, wide, short
 - d. Purpose of window: view, light, ventilation
 - e. Style of room: theme, décor, formality
 - f. Cost: wide range of prices
 - g. Maintenance: cleaning and care
 - h. Energy efficiency: keep heat/cold in or out
 - i. Privacy/security
3. Identify the types of window treatments

Treatment	Image	Definition
1. curtains		A piece of material suspended at the top to form a covering or screen, typically one of a pair at a window sheared or gathered onto a rod
2. draperies		Cloth coverings hanging in loose folds. Pleated panels hung on a rod. Formal, heavier fabric.
3. shades		A single piece of material that is hung at the top of a window and that can be pulled down
4. blinds		A series of evenly spaced slats that may be opened or closed by cords

5. shutters		Vertical sections of wood hinged together, much like a folding door. The sections have crosswise slats called louvers, which vary in width
6. valances		A short length of fabric placed across the top of a window


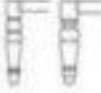


4. Discuss types and uses of light
 - a. Discuss natural light
 - b. Direction of light impacts color – north or east, cool bluish cast; south or west, warm orange tones
 - c. Use of natural light improves health and sense of well-being.
5. Discuss types of artificial light.
 - a. incandescent - gives a yellow glow to rooms, uses more energy than other lighting types
 - b. Fluorescent - gives a blue glow and diffused, shadow less light
 - c. Halogen - expensive but long-lasting, bright, white light, most like sunlight, very hot bulbs
 - d. LED-light emitting diode – More expensive bulb but can last up to 25 years, no heat, consumes less energy, more cost effective.
6. Discuss the uses of artificial light.
 - a. General - provides enough light so you can see everything in the room.
 - b. Ceiling - lights mounted on the ceiling including surface mounted, semi- surface mounted, pendants, and chandeliers
 - c. Recessed - light fixtures hidden in the ceiling such as can lights or eyeball lights
 - d. Wall - lights mounted on the wall such as sconces
 - e. Task - focus light on the area where it is most needed, used for close-up activities.
 - f. Strip - a series of bulbs mounted together in a line
 - g. Accent/decorative - provides a concentrated beam of light that focuses on a decorative object or area.
 - h. Cove - a light placed just below the ceiling with a board or deflector beneath it
 - i. Portable - such as lamps or clip on lights
 - j. Track - lighting mounted on a metal strip that allows fixtures to be placed anywhere along the strip

Standard 6





Students will distinguish features of selected furniture styles and characteristics of quality furniture. Furniture styles combined like housing.

Objective 1 Identify parts and features of furniture.




1. Identify examples of legs (cabriole, turned, tapered and splayed)

Type	Picture	Definition
Cabriole		A furniture leg that curves out at the middle and then tapers inward just above an ornamental foot.
Turned		Legs that have been shaped using various tools while a block of wood is spun on a lathe.
Tapered		A leg that becomes smaller and thinner towards the bottom.
Splayed		Legs that spread at an angle from the center of the piece.






2. Identify examples of feet (pad, bun, ball and claw, and bracket)

Pad		Rounded flat pads or disks at the end of furniture legs
Bun		Rounded or balled feet.
Ball and Claw		Furniture foot fashioned to represent a bird's claw gripping a ball; often carved entirely of wood.
Bracket		A simple corner foot that can have an s-shaped curve or an i-shaped curve

3. Identify chair backs





Ladder		A chair back with a number of horizontal slats like a ladder.
Splat		A chair back having a vertical wood panel in the center. Can resemble a vase of a fiddle.
Shield		A chair back having a form resembling that of a somewhat heart-shaped medieval shield.

4. Identify decorative features (finial, pediment, reeding, fluting, turning)



Finial		A finishing ornament for a pediment, post, or spire.
Pediment		A decorative design detail adapted from architecture and applied to furniture.
Reeding		Rows of parallel convex beads used to embellish a leg.
Fluting		Rows of parallel concave beads used to embellish a leg.
Turning		Decorative spindles formed by turning a piece of wood on a lathe and cutting designs into the wood with a sharp knife as the piece spins.

Objective 2 Identify illustrations of chair types.








1. Identify examples of chairs (Windsor, wing, side, & arm)

Windsor		A wooden dining chair with a semicircular back supported by upright rods.
Wing		A high-backed armchair with side pieces projecting from the back, originally in order to protect the sitter from drafts.
Arm		A chair with side supports for the arms or elbows. There may or may not be fabric or structure between the support and the seat portion.
Side		A straight-back chair without arms.

2. Identify examples of tables (gate-leg and pedestal)

Gate-leg		A table with one or two drop leaves that are supported when in use by a hinged leg swung out from the frame.
Pedestal		A table supported by a single central column.





3. Identify upholstered pieces (camelback, Lawson, tuxedo sofas and ottoman)

Camelback		A sofa with a curved back, typically seen in more traditional styles like Queen Anne, Chippendale, or Federal.
Lawson		A sofa with a short, squared, overstuffed back and seat cushions; and rolled or squared arms that are lower than the back.
Tuxedo		A streamlined type of sofa with arms the same height as its back.
Ottoman		A low upholstered seat or footstool without a back or arms; the seat can be hinged to form a lid.
Chesterfield		A tufted style, low sofa with rolled arms, no back cushions and often leather or velvet.
Sectional/Modular		Consists of two or more joined sections that can be arranged in different configurations to fit a variety of room layouts.
Mid-century Modern		Minimalist designed sofa with clean lines and often square arms usually lower than the back.

Objective 4 Discuss construction techniques used in upholstered furniture



1. Identify construction considerations used in upholstered furniture insert
2. Padding: for shaping, soften cushions, prolongs fabric life (batting, down)
3. Springs:
 - a. Flat (used for less expensive furniture, not as durable)
 - b. Coil springs (used for higher quality furniture).
4. Cushions (seams, welts and cording should be smooth, patterns should match, zippers should be sewn straight, sufficient padding, tightly woven fabric)



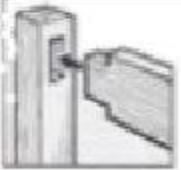

Objective 5 Identify case goods (buffet, high boy, secretary, wardrobe/armoire)

Wardrobe/armoire		A tall, freestanding cabinet with doors that hide shelves and drawers. There is also space for hanging clothes.
Secretary		A wood desk with a foldout top, drawers and a hutch with shelves for books. The hutch can have wood or glass doors.
Buffet		A piece of furniture that has shelves and drawers, typically for storing dishes. Food can also be placed on the top for serving.
Highboy		A tall chest of drawers. Generally made in two separate pieces but not meant to come apart. The piece is supported by four legs.

Objective 6 Discuss the construction techniques used in case goods (wood furniture used for storage).

1. Identify types of joints (butt, corner block, dove-tail, dowel, mortise and tenon, tongue and groove)

Butt	
Corner	

Dove-tail	
Dowel	
Mortis and tenon	
Tongue and groove	

2. Discuss the characteristics and uses of hardwoods (deciduous trees that lose their leaves: birch, cherry, mahogany, maple, oak, walnut)—more durable and dent resistant, preferred for fine furniture.
3. Discuss the characteristics and uses of soft woods (coniferous cone-bearing trees: cedar, pine, red wood, spruce, cypress, fir)—can develop cracks and dents, less expensive.
4. Discuss and identify the various finishes - the process of embellishing and/or protecting the surface of a wooden material used on case goods
 - a. Stain - a finish that penetrates wood pores to enhance the natural color or give a different color to wood
 - b. Varnish - a transparent coating used on wood
5. Discuss the use of manufactured lumber
 - a. Particleboard - made by combining chips of wood with resin and compressing the mixture to form a larger piece of wood
 - b. Plywood - made by laminating thin layers of inexpensive wood together, with the grain of each layer turned 90 degrees
 - c. Veneers - thin sheets layer of finished wood used as a top surface over other less expensive material in case goods

Standard 6 Performance Evaluation included below (Optional)

Standard 7

Students will understand the elements of an appropriate visual presentation.

Objective 1 Students review the criteria for presentation boards. (See Interior Design 1 Strand 7 Standard 1)

1. A presentation board is a visual representation used to sell the designer's ideas to a potential client. It will show the following:
 - a. Colors scheme
 - b. Design ideas
 - c. Textures
 - d. Accessories
 - e. Fabric choices
 - f. Furniture choices & layout
 - g. Use a white or black board
 - h. Determine materials finishes and color schemes
 - i. Maintain good balance of positive and negative space
 - j. All graphics must be squared or rectangular, with straight edges.
 - k. Label with neat, architectural lettering and/or use an accurate key/legend.
2. Professional boards should have major titles and samples back mounted with 1/8"- 1/4" contrasting borders.
 - a. All pictures (2-D) and samples (3-D) edges must be clean and secured well
 - b. Use the same background for all mounting.
 - c. Apply the principles and elements of design effectively in the layout

Objective 2 Students create and practice a loose lay presentation. Select materials (flooring, paint, countertops, textiles, and hardware) to interchange and determine the desired design for a room based on a client profile.

Standard 7 Performance Evaluation included below (Optional)

Workplace Skills

- Communication
- Problem solving
- Teamwork
- Critical thinking skills
- Dependability
- Accountability
- Legal requirements/expectations

Interior Design 2

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of 8 or higher on the rating scale. Students may be encouraged to repeat the objectives until they average 8 or higher.

Student's Name: _____

Class: _____

Performance standards rating scale

0	Limited skills	2	→	4	Moderate skills	6	→	8	High skills	10
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Standard 2 - Architectural Features and Styles

Score:

- Complete a project related to architectural styles and features. (Architectural tour, scavenger hunt, presentation etc...)

Standard 3 - Construction Documents

- Draw or draft a portion of a floor plan by hand or digital. Use a minimum of 3 attached rooms. (Can be commercial, residential, or use the FCCLA scenario.)
 - Use good line quality on a ¼ inch scale.
 - Label each room, including room dimension and name.
 - Furnish each room using correct space planning guidelines.
 - Plan is neat and clean with professional lettering and a legend.

Standard 6 - Furniture Features and Characteristics

Score:

- Complete a project related to furniture styles and features.

Standard 7 - Visual Presentation

Score:

- Students will design a presentation board and description for one or more rooms. (It is suggested students do the FCCLA STAR event scenario for Interior Design Board preparation)
 - Students will apply their knowledge of visual presentation
 - Include a variety of actual 3-D samples that illustrate the completed design. (i.e. wall coverings, floor treatments, window treatments, furniture covering, etc.)
 - Include 2-D pictures, photos, or visuals of the design (i.e., furniture, lighting, accessories, etc.)
 - Arrange an effective overall design of the visuals and samples.
 - Prepare and present an accurate oral or written description of the presentation board: Describe the style, the color scheme and the feeling/mood created.
 - Describe the focal point and the way it was emphasized.
 - Describe the balance (symmetrical, asymmetrical, radial) and rhythm (transition, repetition, gradation, radiation, opposition) and the way they were created.
 - Describe how harmony was developed in the design.

Performance standard average score:

Evaluator Name: _____

Evaluator Title: _____

Evaluator Signature: _____

Date: _____