



DS 322 Interior Design II

Spring 2018

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Catalog Description: DS 322 INTERIOR DESIGN II - Residential Interiors. 4 credits. Elements of interior design in relation to cultural and family needs. Selection and evaluation of materials and equipment for the residential environment; field trips required.

Prerequisites: DS 222 and DS 241 or consent of instructor

Course Rationale: Interior Design II allows students to become involved in the design of residential interior and light commercial environments for use by families, individuals, and special users such as; the elderly, and disabled. Both functional and aesthetic aspects of residential environments are explored. Knowledge of residential furnishings and equipment, materials, construction and fabrication methods, manufacturers and resources as well as the psychological, physiological and sociological aspects of environmental design is developed and applied to real and theoretical design problems. Skills necessary to the professional expression and communication of residential and light commercial design solutions are developed.

Course Objectives:

1. Investigate residential interiors with regard to sociological, psychological and cultural implications for design.
2. Recognize the residential interior designers' responsibilities to plan life spaces which positively influence human performance, well-being and development.
3. Apply anthropometric and human factors data to residential design solutions involving the human performer in both static and dynamic activities.
4. Provide and understanding of the need to consider the various energy related surrounds -- luminous, acoustic and thermal when planning residential interiors.
5. Identify unique requirements of special users and develop design solutions to accommodate them.
6. Recognize the significance of both the aesthetic and functional aspects of the environment and develop an approach to design which coordinates both dimensions into the design solution.
7. Introduce students to a variety of resources and products used by the residential designer.
8. Become familiar with the use of a design process or methodology which facilitates creative problem solving and offers an organized approach to the design task.
9. Become skilled at defining a design problem expressed as a written program including detailed performance criteria for all aspects of a problem.
10. Learn to document design solutions through written specifications and schedules as well as through visual presentation formats.
11. Experience a variety of media, materials and methods used in preparation of residential presentation graphics.
12. Develop a working vocabulary of residential interior design terminology, and gain experience in both oral and written presentation skills.

Course Content:

1. Design various residential environments for family or individual use applying knowledge of materials, furnishings, methods of construction, and environmental design factors.
2. Projects consider a variety of family configurations as well as special users such as children, the elderly or the disabled. Spaces involved include social settings, kitchens, baths and sleeping spaces.



3. Develop visual presentations for the design projects utilizing a variety of media, materials & techniques.
4. Present design concepts and solutions orally.
5. Attend field trips to local resources and project sites. Students are also encouraged to investigate a wide range of local resources on their own.

Required Texts:

1. Mitten & Nystuen, **Residential Interior Design a Guide to Planning Spaces**, 2nd ed., New Jersey: John Wiley & Sons, 2011
2. Bourknight, Joanne Kellar, **Kitchen Idea Book**, Connecticut: The Taunton Press, 2009
3. Winchip, Susan, **Fundamentals of Lighting**, 2nd ed., New York: Fairchild Books, 2011
4. Koomen Harmon & Keenon, **The Codes Guidebook for Interiors**, New Jersey: John Wiley & Sons, 2011

Other Useful References:

5. Panero & Zelnik, **Human Dimension & Interior Space**, New York: Whitney Library of Design, 1979
6. DeChiara, Joseph, Julius Panero & Martin Zelnich, **Time-Saver Standards for Interior Design and Space Planning**. New York: McGraw-Hill, 2001 (or any edition)
7. Williams, Theo Stephan, **The Interiors Designer’s Guide to Pricing, Estimating and Budgeting**. New York: Allworth Press 2005
8. **International Building Code (IBC)** for Single-Family and 2-Family Residences

Class Activities, Policies, and Procedures:

1. **Lectures/Readings** are sequenced to prepare students for studio projects.
2. **Studio Projects and Exercises** require a demonstration of the ability to apply course concepts and information.
3. **Project Progress** from one studio to the next is expected and requires significant and regular time investment outside of class.
4. **Critiques and working in studio** are essential learning activities.
5. **Attendance is required**; come prepared with all necessary tools and materials. *Weekly attendance reflections due on line.
6. **Tests** are designed to stimulate creative thinking and incorporate new terms and vocabulary. *All tests are to be done individually.
7. **Field Trips** are required

Grading:

Projects:	540 points
Tests:	200 points (on line – no group work allowed)
Lecture Attendance:	84 points (3 per lecture – submit on line)
Studio Attendance:	84 points (3 per lecture – submit on line)
Hanley Woods University CEU Preparation, Participation, and Observable Growth	72 points (12 per quiz – submit on line)
	20 points (points based on progress made between classes)
TOTAL	1000 POINTS

Project Evaluations/Grades will address all relevant project components which may include Programming and Concept Development Sketches, the Design Solution, and Visual and Written Documentation. Professional, quality craftsmanship is expected and is important to successful communication and professional credibility.



Special Needs? We wish to fully include persons with special needs in this course. Please let us know if you require any special accommodations in the curriculum, instruction or assessments of this course to enable you to fully participate. Confidentiality of any information shared with me will be respected.

UW Policy states that: *Students must inform the instructor of need for accommodation of any special needs (recognized disabilities, absences for athletic meets, etc.) by the end of the second week of class. Students must also inform the instructor in advance of days they will be absent for religious holidays. Instructors will try to make reasonable accommodations in accordance with university policies.* Please let me know should something unexpected arise during the course of the semester.

Grade Reduction for unexcused late projects depends on the number of days late, knowledge of progress, and thoroughness of the work. Projects more than 7 days late will not be accepted for grading. The final project may not be more than 3 days late in order to meet UW deadlines for filing final grades. Requests for project extensions should be discussed with instructor prior to the due date.

Exercises, Attendance, Observable Effort and Growth:

- a. Attendance (one unexcused studio absence allowed; inform of health emergencies at time of event)
- b. Effective use of lab time (prepared to work and making progress on projects/assignments)
- c. Prepared for and participate in group discussions, presentations, and critiques.
- d. Evidence of effort to apply criticism and improve across the semester.

Grading Scale:

100 – 95% A = Exceptional Quality

94 – 90% AB = Very Good Quality

89 – 85% B and 84 – 80% BC = Good Quality

79 – 75% C and 74 – 70% CD = Satisfactory but Lower Quality

69 – 65% D or F = Unsatisfactory quality or incomplete solution

General Operation Procedures:

1. Academic honesty and high standards are expected of all students
2. Projects must meet specified format requirements (i.e. size/binding, labeling, etc.) or may be returned for modifications prior to grading
3. Students are responsible for obtaining information or announcements missed due to late arrival or absence.
4. It is not appropriate to schedule work or other appointments during class time
5. Make-up exams and grades of incomplete are given subject to UW policies and procedures, including informing instructor of need in advance.

There are many services on campus that can help students that are having difficulty. Here are a few helpful links to useful resources:

1. Master list of student services available at: www.wisc.edu/studentlife/studnetservices.php
2. University Health Service: www.wisc.edu/homejsp?catid=36
3. GUTS (Greater University Tutoring Service) www.guts.studentorg.wisc.edu/indexexp
4. Tutoring help and other assistance in SOHE classes through SOHE Student Affairs Office, 262-2608



WEEK 1 LECTURE/DISCUSSION/STUDIO		Lecture HOMEWORK	Studio PROJECTS
1/24	Lecture: Introduction to the course and projects		
1/24	Studio: Over view of projects and assign part one: The Program		Assign Project One (due 2/12)
WEEK 2			
1/29	Lecture and Studio: Field Trip to the White School – Spring Green WI	Bring paper, pencils, cameras, and measuring tapes	
1/31	Lecture: Types of Residential Dwellings, Aging In Place, Universal Design	RID Chapter one Hanley Wood 1 due on line (2/02 11:59 pm)	
1/31	Studio: Work on programs and mission statement		Research historic school houses and mixed-use buildings
WEEK 3			
2/05	Lecture: Code Requirements, Laws, and Standards	Codes Chapter Intro, 1-4 & 9	
2/05	Studio: work on programs		
2/07	Lecture: Code Requirements	Codes Chapter 4 & 9	
2/07	Studio: work on programs		
WEEK 4			
2/12	Lecture: Entrances & Circulation	RID Chapter 2	
2/12	Studio: Assign schematic design		Project One Due Assign Project Two (Due 2/26)
2/14	Lecture: Leisure Spaces	RID Chapter 3 Hanley Wood 2 due on line (2/16 11:59 pm)	
2/14	Studio: work on schematic designs		
WEEK 5			
2/19	Lecture: Kitchens	RID Chapter 4	
2/19	Studio: work on schematic designs		
2/21	Lecture: Kitchens Continued	KIB 175-195	
2/21	Studio: work on schematic design		
WEEK 6			
2/26	Lecture: Bathrooms	RID Chapter 6	
2/26	Studio: Assign Concept Development		Project Two Due Assign Project Three (Due 3/19)
2/28	Lecture and Studio: Field trip to Bella Domicile and Grand Appliance	Hanley Wood 3 due on line (3/02 11:59 pm)	
WEEK 7			
3/05	Lecture: Bathrooms & Bedrooms	RID Chapter 6	
3/05	Studio: Work on Concept Development		
3/07	Lecture: Bedrooms	RID Chapter 5	
3/07	Studio: Work on Concept Development		
WEEK 8			
3/12	Lecture: Retail Design	Read:Rengel Pgs 296-309	Due 3/19: Exercises Pages 310 & 311
3/12	Studio: Work on Concept Development		
3/14	Lecture: Restaurant Design	Read:Rengel Pgs 312-323 Hanley Wood 4 due on line (3/16 11:59 pm)	Due 3/19: Exercises Pages 324-327



		Test one (on line due by 3/16 11:59 pm)	
3/14	Studio: Work on Concept Development		
WEEK 9			
3/19	Lecture/Studio: Individual meetings		
3/19	Studio: Work on Design Development and individual meetings		Project Three Due Assign Project 4 (4/16)
3/21	Lecture: Introduction to Lighting	FOL: Chapter 1	
3/21	Studio: Work on Design Development and individual meetings		
WEEK 10			
	Spring Break (3/26-4/1)		
WEEK 11			
4/02	Lecture: Color and Light	FOL: Chapter 2	
4/02	Studio: Work on Design Development		
4/04	Lecture: Natural and Artificial Light Sources	FOL: Chapters 3 & 4 Hanley Wood 5 due on line (4/06 11:59 pm)	
4/04	Studio: Work on Design Development		
WEEK 12			
4/09	Lecture Illumination	FOL: Chapter 5	
4/09	Studio: Work on Design Development		Concept Sketches due Final Floor Plans Due
4/11	Lecture and Studio: Field Trip to Madison Lighting		
WEEK 13			
4/16	Lecture: Lighting systems	FOL: Chapters 6, 7 & 11	
4/16	Studio: Review project and assign remaining projects		Project 4 due, assign project 5 (due 4/25) Assign project 6 (due 5/06)
4/18	Lecture: Quantity of Light	FOL: Chapter 8 Hanley Wood 6 due on line (4/20 11:59pm)	
4/18	Studio: work on Electrical Plans		
WEEK 14			
4/23	Lecture: Life Safety exercise	Codes Chapters 5-8	
4/23	Studio: work on Life Safety and Electrical plans		
4/25	Lecture: open		
4/25	Studio: Work on final project		Project 5 Due
WEEK 15			
4/30	Lecture: open		
4/30	Studio: Work on final project		
5/02	Lecture: open	Test two (on line due by 5/5 11:59 pm)	
5/02	Studio: Work on final project		
WEEK 16			
5/06	Final Presentations Sunday 10:05 – 12:05		Project 6 Due



DS 322 INTERIOR DESIGN 2:

ADAPTIVE REUSE BUILDING PROJECT:

Mixed Use – Residence and Commercial Spaces

SPRING 2018

Eric Ferguson and Mary D'Alton own the historic White School in Spring Green Wisconsin. The building is in its original condition with only minimal renovations. It is conveniently located near the center of town and just down the street from Convivio, Mary's retail store. As a photographer by trade, Eric has always loved the natural light that the large windows in the White School provide. He currently uses the second floor for his studio although he is ready to retire from photography and focus on other things. For example, on Friday nights Eric offers all you can eat wood fired pizza and salad at the White School. This has become a Spring Green resident highlight and draws up to 100 people in one evening.

Mary and Eric are feeling like they need a change. While not ready to retire, they are interested in simplifying their lives. They own the commercial building that Convivio is housed in, as well as, a house just outside of Spring Green. It is time to minimize their carbon footprint and live where they work. They are ready to sell the house and building and use the money to remodel the White School. The second floor of the building is just the right size for a two-bedroom apartment, and the first floor is a perfect location for Convivio, as well as, a small casual restaurant which specializes in specialty wood fired pizza.

Your job is to create a design that honors the historic qualities of the building while celebrating its new purposes. The goal is to create a holistic design that is welcoming and inclusive for all, while providing Mary and Eric a new home.

Objectives:

1. Gain real world experience measuring a historic building, analyzing existing conditions, and documenting your observations.
2. To understand the goals and expectations for the spaces and their physical needs and preferences.
3. To create a design that honors the historic qualities of the building while celebrating its new purpose.
4. Gain a firm understanding of the Principles of Universal Design and learn how to create a holistic design that is welcoming for all, regardless of age, ability, race, gender, sexual orientation, religion, and socio-economic background.
5. Gain experience space planning a multi-purpose building project.
6. To become proficient with ADA guidelines
7. To further develop design visualization and technical drawing skills.
8. Learn how to apply building codes for both commercial and residential interiors.
9. Learn how to produce a complete electrical plan, select luminaires, and produce a lighting schedule
10. Learn how to produce a life safety plan

The project is broken into six parts (540 points total):

In teams of four:

1. The program (60 points)

Individually:

2. Schematic Design Development: matrix, bubble, block, and circulation diagrams (60 points)
3. Concept Development: Three distinct floor plans for both first and second floors (120 points)
4. Design Development: selected floor plan development and elevations (120 points)
5. Electrical and life safety plans (60 points)
6. Final Presentation boards (120 points)

DS 322 INTERIOR DESIGN 2:
ADAPTIVE REUSE BUILDING PROJECT:
Mixed Use – Residence and Commercial Spaces

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Part one: The Program and White School Model

Program components:

I. Background Information

1. **Mission and Vision statements**
2. **Project Goals and Objectives**
3. **Building History**
4. **Site Analysis and Context**
5. **Building Analysis** - an inventory of relevant features*, dimensions, and constraints of the spaces involved; notes, photos, sketches, and drawings.

***Relevant features include:** square footage, door/window openings, ceiling heights, views and sun exposure, location of existing HVAC, electrical and plumbing, structural concerns such as load bearing walls, and special features such as built-ins, fireplace, etc.

Field measurements and assessments

- Overall (L.W.H) - wall surface to wall surface
- Locate openings - length - width and height (typical header height)
- Document the trim detail and built-ins (photograph and/or sketch)
- HVAC/Electrical - lighting, special features and equipment
- Draw elevations as needed to define the space
- Take photos and make sketches (as needed)
- Collect documents/samples (existing drawings, site plan, survey...) if available
- Take notes based on observations
- Furniture inventories (if applicable)

6. **Relevant technical information: building codes, ADA guidelines, and anthropometric data** (This can be in the appendix)

II. Performance Criteria of Design Solution

Space/Area/Room (see page three for list of rooms)

- A. **Activities** - a list of the activities that will take place in the room. In identifying these, it might help to classify them as group, individual, active, inactive, quiet, or noisy and to consider the duration of the activities.
- B. **Users** - identify the participants of each activity with consideration given to the group size, make-up, and relationship.
- C. **Furniture** – identify the type and quantity of furniture needed within each space. Include the performance criteria needed for each. For example, in the conference room, seating should be commercial grade with upholstery that passes the ASTM _____ test etc.
- D. **Fixture and Equipment Needs** - identify types the lighting and plumbing fixtures as well as equipment for each space. Examples of fixtures are: lighting and plumbing. Equipment examples are: printers, copiers, kitchen appliances etc.
- E. **Storage Needs** - describe what is to be stored, how much is to be stored, under what conditions it should be stored, and the accessibility requirements.

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ADAPTIVE REUSE BUILDING PROJECT:

Mixed Use – Residence and Commercial Spaces

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- F. **Spatial Requirements** - identify the amount of space needed for various activities that happen in the room. Identify the clearance required for circulation. This is an especially important category when dealing with handicapped users such as people using wheelchairs and walkers.
- G. **Environmental Surrounds:**
- **Luminous** - Consideration should be given to both natural and artificial light. Also document the quantity, quality, and control of the lighting surrounds.
 - **Acoustic** - Consider acoustic privacy, and control of noise from activities, and equipment.
 - **Thermal** - Consider temperature, humidity, and air exchange levels for the given activity. For example, too much natural light may cause solar heat build-up.
- H. **Materials/Finishes** – Identify the types of materials that should be selected for a particular surface. For example, in a bathroom the paint should be mold resistant. You may also address issues as durability, maintenance, safety,

Notes:

1. Remember to include building, electrical, plumbing and fire/safety codes when determining performance criteria.
2. Remember that performance criteria can have aesthetic as well as functional objectives. Therefore, one might have performance criteria which addresses the style and color preferences of the users.
3. There may be some categories of performance criteria which are universal to the space as a whole and be handled separately so that you are not redundant. An example of this may be that all handles to all doors must be lever to meet ADA guidelines. This is true with the exception of rooms that have an occupancy load of 50 people or greater and exit doors.
4. Remember that performance criteria should include not only ideal characteristics when possible, but also reflect the preferences of the client and the constraints of the space and the project.
5. **Be sure to include a Bibliography and cite references**

Rooms/spaces to be addressed in your project and in your program:

1. One large two (2) two-bedroom apartment on the second floor (see below for details)
2. One main lobby
3. Shop space for Convivio with cash wrap and serving area to pour wine during wine tasting events.
 - a. Shop must be equal to the existing shop down the street and include a storage area, a cash wrap, and plenty of display areas for merchandise.
 - b. Interview Mary to determine what is desired for furnishings, look, and display needs.
4. Small restaurant with a small commercial kitchen, with counter service, and dining area
 - a. Interview Eric to determine what is needed for the kitchen equipment and dining area.
5. One ADA elevator
6. Egress: due to historic requirements the front stairs must both be kept and due to code, there must be a secondary exit at the back.
7. Two public single stall unisex ADA restrooms

The (2) two bedroom apartment must include all of the following:

Kitchen - create an inviting and functional kitchen that allows two users to work together at one time.

- **Appliances:** Include a refrigerator, fan, range or wall oven (s) and cook top. Provide a dishwasher and microwave of your choosing.
- **Plumbing Fixtures:** provide a sink and faucet. Optional: separate bar sink and faucet

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- **Cabinetry:** provide enough base, upper and tall cabinets to store small appliances, and dry goods.
- **Island or Peninsula:** include a space for eating and socializing. Pay attention to the front and back of the unit and allow enough knee clearance if an eating bar is included (see graphic standards)
- **Lighting:** provide task, general and decorative lighting (show decorative lighting in drawings) as needed
- **Hardware:** select & include in drawings and schedules the hardware for the kitchen and master bathroom
- **Materials:** select and include in drawings and schedules all finishes and materials

Living room - create a living room space where 6-8 people and sit comfortably.

- **Furniture:** seating for 6-8 people, storage cabinet, end tables and coffee table.
- **Lighting:** provide lighting as needed (lamps, task, general...)
- **Optional:** enclosed gas fireplace (in living or dining room)

Dining room - design a dining room layout that allows for dinner parties of 6-8 people

- **Furniture:** table and seating for 6-8 people, storage cabinet for linens, dishes etc.
- **Lighting:** provide decorative lighting

Foyer - include a small entry area with a (closet or cabinet) that allows for two people to stand comfortably

- **Furniture:** side table for keys and bench (if there is enough space)
- **Lighting:** provide lighting (decorative and general)

Laundry - include a laundry closet for a side by side unit or a room with counter and storage.

- **Lighting:** provide as needed.

Master bedroom Suite (ADA)- design a spacious master suite with one walk in closet and a 3/4 bath

- **Furniture:** queen or king size bed and end tables.
- **Lighting:** reading lamps at end tables. Include some general lighting and any other light fixtures needed to convey the style of the space
- **Master Closet** - provide enough space for 30 linear feet of clothing. You may assume that a closet system will be installed with long and short hanging clothes as well as drawers. (general lighting)
- **Master Bath** - design a master bath that includes a large walk in shower, double sink, toilet, mirror(s) and enough storage for towels and toiletries.
 - **Lighting:** provide enough general and decorative lighting to serve each function.
 - **Fixtures:** sinks, faucets, shower head and trim, toilet, soaking tub or air tub
 - **Mirror (s):** wall mounted or recessed medicine cabinets if not on an outside wall
 - **Hardware:** select and include in drawings
 - **Cabinetry:** provide enough to store towels and toiletries
 - **Materials:** select and include in drawings all important finishes and materials

Second bedroom/office - include a small bedroom or office with a pull-out sofa or Murphy bed.

- **Furniture:** queen size bed or pull out sofa bed, end tables, small desk and chair
- **Lighting:** reading lamps at end tables and desk. Include some general lighting and any other light fixtures needed to convey the style of the space
- **Closet** - provide enough space for 15 linear feet of clothing. You may assume that a closet system will be installed with long and short hanging clothes as well as built in drawers. (general lighting)

Full Bath

- **Lighting:** provide enough general, task and decorative lighting to serve each function
- **Hardware:** select and include in drawings any hardware and accessories.
- **Fixtures:** sink, faucet, shower head and trim, tub filler, toilet, soaking tub.
- **Mirror** - wall mounted or recessed medicine cabinets if not on an outside wall
- **Cabinetry:** provide enough cabinets to store towels and toiletries.
- **Materials:** select and a sampling of finishes and materials to include on your sample board.

Name _____

	<u>Poor</u> - no evidence (0 pt)	<u>Fair</u> - understanding of the requirement (2 pts)	<u>Good</u> - somewhat clear under- standing of the requirement (3 pts)	<u>Great!</u> - clear understandin g of the requirement (4 pts)	<u>Perfect!</u> perfect execution. (5 pts)	<u>Total Points</u> <u>35</u>
I. Background Information						
1. Mission and Vision statements						
2. Project Goals and Objectives						
3. Building History						
4. Site Analysis and Context						
5. Building Analysis - an inventory of relevant features, dimensions, attributes and detriments of the spaces involved; notes, photos, sketches and drawings which may be generated by the designer or provided by the client.						
6. Relevant technical information: building codes, ADA guidelines, and anthropometric data						
Presentation: <ul style="list-style-type: none"> A bound, nicely labeled well organized packet which includes a table of contents and a nice cover page, with the project name, your names, the class and the date. 						
					<u>Total:</u>	
II. Performance Criteria of Design Solution	<u>Poor</u> - (0 pt)	<u>Fair</u> - (10 pts)	<u>Good</u> - (15 pts)	<u>Great!</u> - (20 pts)	<u>Perfect!</u> (25 pts)	<u>Total Points</u> <u>25</u>
1) Activities						
2) Users						
3) Furniture						
4) Fixtures and Equipment						
5) Storage						
6) Spatial Requirements						
7) Environmental Surrounds: Luminous, Acoustic, Thermal Energy						
8) Materials/Finishes						

Comments:

Total Points out of 60: _____

Name _____

DS 322 White School Schematic | **S2018**

	<u>Poor</u> - no evidence (0 pt)	<u>Fair</u> - understandin g of the requirement (2 pts)	<u>Good</u> - somewhat clear under- standing of the requirement (5 pts)	<u>Great!</u> - clear understandin g of the requirement (8 pts)	<u>Perfect!</u> perfect execution. (10 pts)	<u>Total Points</u> <u>60</u>
Adjacency Matrix: Do two matrixes (1) one matrix that includes all of the spaces and (1) one for the two-bedroom apartment						
Bubble diagram for the required spaces: Do one bubble diagram that includes all the required spaces. <ul style="list-style-type: none"> Be sure to connect the bubbles with varied line weights to indicate the strength of the connections 						
Block Diagrams for the First and Second Floors: Do three distinct block diagrams for each floor (first and second) with the relative size of each space – you may consider moving the staircase, but there must be two ways of egress <ul style="list-style-type: none"> Scale the blocks so that they are roughly in proportion to the actual space and can be connected to each other. Include public areas, elevator, and stairs. 						
Circulation Diagrams: <ul style="list-style-type: none"> With copies of the three block diagrams, analyze the patterns of travel through the use of thick lines and arrows. Pay attention to the way a person may move through the space. 						
Inspirational Research: <ul style="list-style-type: none"> Gather three different sets of inspirational images of objects that begin to define different concepts or moods of the interior spaces. These are meant for you to begin to think about what the entire interior of the remodeled building will begin to look like. 						
Presentation: <ul style="list-style-type: none"> 11 x 17" power point – digital submission Nicely label and organize your packet with a table of contents Be sure to include and nice cover page, with the project name, your name, the class and the date. Also, include your logo! 						

DS 322 White School Concepts | 2018

		<u>Poor</u> - (0 pt)	<u>Fair</u> - (4 pts)	<u>Good</u> - (6 pts)	<u>Great!</u> - (8 pts)	<u>Perfect!</u> (10 pts)	<u>Total Points</u> <u>30</u>
Concept Sketches and Continued Inspirational Research: <ul style="list-style-type: none"> • Draw/sketch your inspiration for the restaurant, the store, and two areas in your two-bedroom apartment • Develop two inspiration pages. These should begin to address the cabinet style, furniture, light fixtures.... 							
Presentation: PRINT COPIES OF PLANS FOR REVIEW <ul style="list-style-type: none"> • 11 x 17" power point that is nicely labeled and organized with a table of contents. Provide a well-designed cover page with your logo, the project name, your name, the class, and the date. 							

Comments:

Total Points out of 120: _____

DS 322 White School Design Development | S2018

	<u>Poor</u> - no evidence (0 pt)	<u>Fair</u> - understanding of the requirement (5 pts)	<u>Good</u> - somewhat clear understanding of the requirement (8 pts)	<u>Great!</u> - clear understanding of the requirement (10 pts)	<u>Perfect!</u> perfect execution. (12 pts)	<u>Total</u> <u>Points</u> <u>120</u>
Concept sketches – at least 5 concept development sketches of what the spaces will look like. These must be hand drawn and there must be at least one sketch that shows the island.						
Produce a floor plan of the first floor with furniture layouts (3/16" scale) Label all rooms and call out all important dimensions, elevation and/or section symbols. Include annotations. Label all rooms and call out any flooring and ceiling height changes.						
Produce a floor plan of the second floor with furniture layouts (3/16" scale) Label all rooms and call out all important dimensions, elevation and/or section symbols. Include annotations. Label all rooms and call out any flooring and ceiling height changes.						
Produce two (2) or more dimensioned kitchen elevations including the island with cabinet sizes, fixtures, and appliances called out. (1/4" = 1'=0")						
Produce two (2) min. dimensioned elevations of other areas in the apartment. One (1) elevation of the full bathroom, and at least one (1) elevation of important design features (i.e. fireplace,...) (1/4" = 1'=0")						
Produce two (2) min. dimensioned elevations of the store (cash wrap and other important design feature) (1/4" = 1'=0")						
Produce two (2) min. dimensioned elevations of the restaurant (service counter and other design feature) (1/4" = 1'=0")						
Select all appliances, plumbing and decorative lighting fixtures for all rooms. Be sure to call them out on the elevations. Provide images and a schedule with items grouped per type. Include standards and codes if available. Include the sustainable qualities of your selections.						
Select at a minimum, all furniture listed in the original assignment, paint colors, and accessories (rugs and lamps) for the all spaces. Provide images and a schedule with items grouped per type. Include standards and codes if available. Include the sustainable qualities of your selections.						
Presentation: PRINT OUT FLOOR PLANS AND ELEVATIONS A brief concept statement (about 250 - 500 words) describing the design intent and the goals of the clients, 11 x 17" format, Make sure that the assignment nicely labeled and organized, and all the parts are included Overall Originality and Creativity						

	<u>Poor</u> - no evidence (0 pt)	<u>Fair</u> - understanding of the requirement (10 pts)	<u>Good</u> - somewhat clear under- standing of the requirement (20 pts)	<u>Great!</u> - clear understanding of the requirement (25 pts)	<u>Perfect!</u> perfect execution. (30 pts)	<u>Total Points</u> <u>120</u>
Life Safety: Produce a first floor plan with smoke detectors, exit signs, fire hose box, audio visual, and emergency lights in all halls and rooms. Include a key with all of the symbols.						
Life Safety: Produce a second floor plan with smoke detectors, exit signs, fire hose box, audio visual, and emergency lights in all halls and rooms. Include a key with all of the symbols.						
Electrical: Produce a full electrical plan including all light fixtures and outlets for the two bedroom apartment . Be sure to include the mounting heights of all outlets, wall sconces, undercabinet lighting, and hanging fixtures.						
Select all lighting fixtures and lamps for the rooms in the two bedroom apartment. Be sure to call them out on the floorplans including mounting height. Provide images and a schedule with items grouped according to room. Include the sustainable qualities of your selections.						
Presentation: 11 x 17" paper - bound or stapled packet Include a cover page with the project name, student name, the class and the date.						

Comments:

Total Points out of 120: _____

DS 322 White School Electrical and Life Safety Plans | S2018

	<u>Poor</u> - no evidence (0 pt)	<u>Fair</u> - understanding of the requirement (4 pts)	<u>Good</u> - somewhat clear under- standing of the requirement (6 pts)	<u>Great!</u> - clear understanding of the requirement (8 pts)	<u>Perfect!</u> perfect execution. (10 pts)	<u>Total Points</u> <u>60</u>
Life Safety: Produce a first-floor plan with smoke detectors, exit signs, fire hose box, audio visual, and emergency lights in all halls and rooms. Include a key with symbols.						
Life Safety: Produce a second-floor plan with smoke detectors, exit signs, fire hose box, audio visual, and emergency lights in all halls and rooms. Include a key with symbols.						
Electrical: Produce a full electrical plan including all light fixtures and outlets for the first floor . Be sure to include the mounting heights of all outlets, wall sconces, undercabinet lighting, and hanging fixtures.						
Electrical: Produce a full electrical plan including all light fixtures and outlets for the two-bedroom apartment . Be sure to include the mounting heights of all outlets, wall sconces, undercabinet lighting, and hanging fixtures.						
Select all lighting fixtures and lamps for the rooms in the two-bedroom apartment, Convivio, and the dining area on the first floor. Be sure to call them out on the floorplans including mounting heights. Provide images and a schedule with items grouped according to room. Include the sustainable qualities of your selection as well as the bulb types.						
Presentation: 11 x 17" paper – PRINT PLANS FOR REVIEW with notes and symbols Submit all other documents on line						

Comments:

Total Points out of 60: _____

	<u>Poor</u> - no evidence (0 pt)	<u>Fair</u> - understanding of the requirement (5 pts)	<u>Good</u> - somewhat clear understanding of the requirement (8 pts)	<u>Great!</u> - clear understanding of the requirement (10 pts)	<u>Perfect!</u> perfect execution. (12 pts)	<u>Total</u> <u>Points</u> <u>120</u>
Concept Statement: Develop a brief concept statement that clearly addresses your vision and is a result of the programmatic research. Please think about how your vision pertains to the overall project goals and spirit of the building.						
Process work and inspirations: Include process work and inspirations that reflect your design intent. This can include sketches, matrix, bubbles etc.						
First Floorplan: Include one dimensioned and annotated floorplan of your final first floor layout (3/16" scale minimum). <ul style="list-style-type: none"> Label all spaces with room names and square footage All doors swing in the right direction and have the correct 12/18 – push/pull All corridors and restrooms meet code Plans must include annotations and call outs for areas that are not clear. i.e. bench, shelving... Note all ceiling and flooring changes MAKE SURE to include a ramp in the front or back of the building 						
Second Floorplan: Include one dimensioned and annotated floorplan of your final second floor layout (3/16" scale minimum). <ul style="list-style-type: none"> All spaces are labeled with room names and square footage All doors swing in the right direction All spaces meet the original project requirements Plans must include annotations and call outs for areas that are not clear. Note all ceiling and flooring changes 						
First Floor Perspectives: <ul style="list-style-type: none"> Provide three (3) or more medium to large rendered perspectives MAKE SURE that the windows are correct! MAKE SURE that you have base and door trim Match the furniture as close as possible to the ones you selected. 						
Second Floor Perspectives: <ul style="list-style-type: none"> Provide three (3) or more medium to large rendered perspectives MAKE SURE that the windows are drawn correctly! MAKE SURE that you have base and door trim Match the furniture as close as possible to the ones you selected. 						
Fixtures, and Finish Selections: <ul style="list-style-type: none"> Include a selection of furniture, fixtures, and finishes that help represent the overall feel of the first and second floors. You may use real finishes or digital 						
Overall Presentation: <ul style="list-style-type: none"> Board size: 20 x 30 number of boards Develop an interesting logo and board layout 						

<ul style="list-style-type: none"> • Make sure that the theme is consistent throughout your presentation • Mat the posters on foam core 						
<p>Final book: Produce a bound book that includes aspects of each part of the process:</p> <ul style="list-style-type: none"> • Program • Inspiration board • Sketches • Schematic development • Concept development • Design development • Life safety plans • Electrical plans • Material and finishes 						
<p>Overall Creativity and ability to meet the client's needs.</p>						

Comments:

Total Points out of 120: _____