Entry ID#: 710

**Project Title:** Work of Art Color Study and Textile Design Project

**Keywords:** COLOR THEORY, CRITICAL THINKING, DESIGN PROCESS

**Category:** IID: Introduction to Interior Design, LC: Lighting and Color

**Type:** Studio project

**Level:** Graduate

**Duration:** 4 weeks

**Learning Objectives:**

**PROJECT LEARNING OBJECTIVES:**

1. To develop an understanding of color theories and application to design principles.
2. To develop critical thinking skills by researching and analyzing specific topics relevant to design problems.
3. To develop writing skills with an exploratory research paper as part of evidence based design processes.
4. To develop design skills by approaching all design problems with a systematic approach in place.
5. To gain an understanding of how to develop color schemes based on color theory principles.
6. To gain an understanding of design inspiration for color composition from the built and natural environment.
7. To gain an understanding of the development of textile designs and appropriate application to furniture styles.
8. To develop the ability to effectively communicate design concepts into final design projects.
9. To develop visual and oral presentation skills.

Note: This project is the final project in a 3 credit studio course meeting 2 times a week for 3 hours, for 7 weeks.

Project 2 in this course provides the knowledge and understanding of color extraction and experimentation that is utilized for this project.

The time schedule can be adjusted to accommodate a 14 week course.

**Criteria/ Project Requirements:**
The criterion to evaluate students is based on a rubric developed for this project and course. The components involve critical thinking processes and the design process. Please refer to the attachment
for specific details. The students are required to follow the 4 phases and the steps for this project. This stepped process provides the instructor with an opportunity to address concerns about the direction of the project, provide constructive feedback and give the student an opportunity to make revisions. The rubric is divided into three sections that evaluate the design process and development phase, if the requirements of the design project are met and the components of the visual and oral presentation. The exploratory essay is evaluated separately from the final project is based on the following: on following: format requirements, required research and the analysis of the work of art selected. See attached supporting documents.

Process:

Presentation Methods:

Evaluation Guidelines:

a) Project 4 (100 points)
   - Design Process (40 points)
   - Content/design requirements (60 points)
   - Visual/oral presentation (40 points)

b) Exploratory essay (50 Points)
   - Format, grammar, requirements (25 points)
   - Research, analysis, perspectives, color theory and principles

Notes: The rubric is used throughout the course to assess students’ work. Discussions take place with an emphasis on the systematic approach to creative problem solving. In addition, round table meeting on the important of meeting requirements and deadlines. These topics are emphasized to prepare students for professional practice and more rigorous coursework as they advance in the program. See attached supporting documents.

Resources:

Color Studies (Third Edition) by Edith Anderson Feisner and Ron Reed

Design Thinking (1991) by Peter G. Rowe

Design Thinking for Interiors (2011) By Joy Dohr and Margaret Portillo

Interaction of Color (1975) by Josef Albers

Paola Antonelli
http://www.ted.com/talks/paola_antonelli_treats_design_as_art#t-107700

Samual Mockbee
http://video.pbs.org/program/citizen-architect-samuel-mockbee/

**Excellence Innovation and or Value to Interior Design Education:**
The intent of this project is to develop students’ awareness of color in both the natural and built environment. This project coincides with lectures and readings on color theories and color systems. This project also illustrates through observations and analysis, inspiration and design concepts can be developed through experimentation and research. Critical thinking skills and a systematic approach to design problems are introduced to students through the color extraction process with their photographs. Students are required to use a sketchbook and color pencils before they convert their work to a digital format. This process gives students an in depth exploration into color systems and an understanding of the importance of color all aspects of the design process.

**Credits, If Applicable:**