

Module: Interior Spatial Projects 1

Module	Interior Spatial Projects 1
Course code	BAIDO-SP1
Credits	10
Important notes	Available for semester abroad students
Allocation of marks	100% Continuous assessment

Module aims and objectives

The aim of the module is to equip learners with the skills to achieve creative design solutions by formulating a problem-solving approach and to successfully represent their vision.

The objectives are to introduce the learner on how to employ concept generation, experimentation, convergent and divergent thinking, and the relationship between form and function.

Minimum intended module learning outcomes

On successful completion of this module, the learner will be able to:

1. Demonstrate a basic knowledge of Interior Design gained through independent learning and investigation.
2. Show proficiency in completing design projects and employ concept generation, experimentation, convergent and divergent thinking, and the relationship between form and function.
3. Articulate space planning skills by identifying the needs and organizing the activities of a given environment.
4. Analyse the built environment in terms of form, geometry and structure using modelling, drawing and relevant computer skills.
5. Interact effectively with others in a learning environment.
6. Translate learned technical and creative skills into a variety of contexts while understanding where these skills fit in the broader professional realm.

Module content, organisation and structure

CLASS PLAN/ MODULE CURRICULUM

Semester / Week no	Topic No	Topic Name
1.1	n/a	<p>Introduction to Module, project and assignment</p> <ul style="list-style-type: none"> • Introduction to Kids Playhouse made to scale project • Investigation of the source and nature of creativity, idea and concept <ul style="list-style-type: none"> ○ Exploration of abstract concepts and application – research, investigation and visual expression developing the ‘design approach’ ○ Examination of the formulation of concept by applying the themes of: inspiration, experimentation and transformation ○ Developing conceptual design for a particular use and occupancy and for a particular location and environment
1.1	1	<ul style="list-style-type: none"> • Introduction to problem-solving ○ An innovative approach to design ○ An innovative approach to spatial design
1.2	2	<ul style="list-style-type: none"> • Introduction to the Brief including: <ul style="list-style-type: none"> ○ Use and Accommodation requirements ○ Developing the Brief for an Interior project
1.2	3	<ul style="list-style-type: none"> • Space planning addressing ergonomics, activities and use requirements - essential connections and adjacencies of activity and use related to space ○ The Object and Environment ○ The Human Body and Space (ergonomics and anthropometrics) ○ The exploration of spatial development of more complex three-dimensional compositions
1.3	4	<ul style="list-style-type: none"> • Project branding
1.3	5	<ul style="list-style-type: none"> • Exploration of materials, finishes and colour palettes
1.4	6	<ul style="list-style-type: none"> • Model-making workshops, learners make models as part of project presentations.
1.4	7	<ul style="list-style-type: none"> • Model-making workshops, learners make models as part of project presentations.
1.5	8	Kids Playhouse made to scale Presentation
1.5	7	Kids Playhouse made to scale Presentation
1.6	1	<ul style="list-style-type: none"> • Introduction to Exhibition Space Retail Project • Research and analysis of the brief, accommodation and use requirements.
1.6	2	<ul style="list-style-type: none"> • Formulating a design approach, including concept and typology.

1.7	3	<ul style="list-style-type: none"> • Research, exploration and application of Design Principles.
1.7	3	<ul style="list-style-type: none"> •Space planning addressing ergonomic requirements.
1.8	4	<ul style="list-style-type: none"> • Spatial development and three-dimensional composition of appropriate complexity and quality.
1.8	4	<ul style="list-style-type: none"> • Spatial development and three-dimensional composition of appropriate complexity and quality.
1.9	5	<ul style="list-style-type: none"> • Integrating Building Services, with emphasis on designing a Lighting Environment
1.9	5	<ul style="list-style-type: none"> • Integrating Building Services, with emphasis on designing a Lighting Environment
1.10	6	<ul style="list-style-type: none"> • Appropriately select materials, finishes and colour palettes
1.10	6	<ul style="list-style-type: none"> • Appropriately select materials, finishes and colour palettes
1.11	7	<ul style="list-style-type: none"> • Utilise appropriate presentation techniques to communicate design.
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1.12	8	Exhibition Space Retail Project Presentation
1.12	8	Exhibition Space Retail Project Presentation

This content is implemented in two projects, culminating in demonstrated achievement of the Learning Outcomes.

1. Kids Playhouse made to scale (weighting 40% of total)
2. Set Design (TV Studio) (weighting 60% of total)

Work-based learning and practice-placement

There is no work based learning or practical placement involved in the module.

Module physical resource requirements

Requirements are for a fully equipped PC lab for 60 learners. The PC lab is equipped with software to include adobe, Microsoft office, Photoshop, InDesign, Autodesk, Sketch Up and Revit, and an overhead projector. The PC lab is available to learners outside of contact teaching hours, to facilitate group assignment tasks and supports peer to peer learning.

Reading lists and other information resources

Recommended Reading:

- Ching, F.D.K. 2012, Interior Design Illustrated, 3rd Edition, John Wiley and Sons Inc., New Jersey.
- Ching, F.D.K. 2011, A Visual Dictionary of Architecture, 2nd Edition, John Wiley and Sons Inc., New Jersey.