

# Curriculum Standard

Curriculum: Residential space design

Major: environmental art design

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# "Residential space Design" Curriculum Standards

**Course Name:** Residential space design

**Credits:** 2

**Scheduled hours:** 40

**Applicable majors:** Environmental art design, interior design technology, architectural decoration design and other related majors,

## 1. Preface

### 1.1 Position definition

"Residential space design" is the core course of environmental design major. It is the first project-based course in the series of interior design courses. Through the teaching form of primary simulation project training, the design ideas and basic principles of interior design are interspersed in the training steps. It is a course that closely integrates theory and practice. It has strong comprehensiveness and application. The professional theory and technology span a wide range. It plays an important role in cultivating students' application ability of Residential space art design and forming students' design. The basic professional quality of thinking ability and design skills has an important impact.

### 1.2 Instructional design

This course standard is based on the functional combination of Residential space, according to the pre-design, measurement and original plane drawing, the Residential space is conceived and creative, the form and style, color and material design are controlled, and each teaching unit is drawn up. corresponding teaching objectives and requirements.

The standard of this course is employment-oriented, and the teaching content of this course is determined according to the task and professional ability analysis of the interior design and drafting position group by industry experts, and closely combined with the requirements of the professional level examination. In order to fully reflect the task-oriented and practice-oriented curriculum ideas, the teaching activities of this course are decomposed and designed into several projects, the teaching is organized in units of projects, and typical cases are used as carriers to draw out relevant professional theoretical knowledge, so that students can deepen their understanding of the project in the practice of the project. The understanding and application of professional knowledge and skills, cultivate students' comprehensive professional

ability, and meet the needs of students' career development.

This course is always student-centered and teacher-led in the teaching process, leading students to learn the basic knowledge of residential space art design and train the skills of professional primary simulation projects. "Take the practical training project as the carrier and the theoretical knowledge as the idea", cultivate students' correct and feasible project design ability, and realize the teaching effect with social occupation design ability.

## **2. Course objectives**

### 2.1 Overall Target

Through the functional division of the Residential space, the design of floor plans, ceiling plans, elevation plans, etc., as well as the practice of multiple projects such as small tasks for related theoretical knowledge, master the preliminary skills and related principles and theoretical knowledge of Residential space design, In completing the work tasks of the relevant positions of this major, cultivate the qualities of integrity, hard work, good communication and cooperation, establish a comprehensive, collaborative and solidarity awareness, and lay a good foundation for the development of professional ability.

### 2.2 Knowledge Objectives

- (1) Master the workflow of Residential space design;
- (2) Master the necessary spatial thinking mode;
- (3) Master the application knowledge of hand-painted design drawings and professional computer CAD drawing software;
- (4) Be able to initially use architectural decoration materials for interior design.

### 2.3 Capability goals

- (1) The ability to use the basic knowledge of building construction for architectural interior design,
- (2) The ability to use ergonomics for humanized design of home space;
- (3) The ability to use interior design principles for professional design;
- (4) Ability to use hand tools to draw design sketches skillfully;
- (5) The ability to draw indoor renderings by hand using the principle of spatial perspective;
- (6) Ability to design interfaces (including planes, ceilings, and facades) using the basic

knowledge of design expertise;

- (7) Familiar with the design steps and project workflow of Residential space design;
- (8) Ability to use relevant computer software (AutoCAD) for design and drawing;
- (9) Basic team communication skills.

#### 2.4 Quality goals (ideological and political goals)

(1) Professional quality: establish a correct world outlook and outlook on life, have a clear sense of social responsibility and a strong professionalism, develop good ideological morality, social morality and professional ethics; including good professional ethics, professionalism, unity and cooperation spirit and pioneering and innovative capabilities.

(2) Professional quality: Form the ability to appreciate and identify beauty, have strong self-learning ability, innovative consciousness and hard-working spirit; have certain social activity ability and unity and cooperation spirit.

(3) Psychological quality: Develop a sound personality, strong will and optimistic spirit; have a certain ability to withstand pressure and adaptability, as well as the ability to bear hardships and stand hard work.

### 3. Course content and requirements

Serial Number	Tasks	Subject Introduction	Event Design	hours
1	design Early stage	(1) Knowledge content: ① Master the method of on-site field investigation ② Master the methods of early communication with customers ③ Master the method of early analysis and positioning of the program ④ Master the method of drawing the original structure diagram of the plane (2) Skill content : ① Ability to collect relevant information at the actual project site ② Comprehension and grasp of architectural structure ③ Memory and spatial imagination of three-dimensional space ④ Normativeness and integrity of original floor plan CAD drawings	Practical project: original floor plan drawing	6

2	flat system	<p>(1) Knowledge content :</p> <p>①The method of mastering the creative conception of the project</p> <p>②Master the method of drawing the floor plan of Residential space with AUTOCAD software</p> <p>③Master the method of drawing ceiling design with AUTOCAD software</p> <p>④Master the method of drawing elevation design drawings with AUTOCAD software</p> <p>(2) Skill content:</p> <p>①Ability to creatively conceive of Residential space</p> <p>②Ability to use software for 2D mapping of Residential spaces</p> <p>③The ability to use hand-drawn tools for 3D rendering of Residential spaces</p>	<p>Practical project:</p> <p>Residential space art design floor plan, floor plan, ceiling plan and drawing</p>	18
3	facade system	<p>(1) Knowledge content :</p> <p>①Master the method of supplementing construction drawings (large-scale drawings)</p> <p>②Learn how to review drawings</p> <p>(2) Skill content :</p> <p>①Ability to draw drawings required for construction;</p> <p>②Ability to organize a complete set of construction drawings;</p> <p>③The ability to coordinate and modify construction drawings according to the actual situation of the site during the construction process.</p>	<p>Practical project:</p> <p>The design and drawing of the large-scale elevation drawing and node drawing of the artistic design of the Residential space,</p>	12
4	design Express	<p>(1) Knowledge content :</p> <p>Master the methods of expressing the ideas of project design both orally and in writing</p> <p>(2) Skill content :</p> <p>①The ability to communicate a design project in writing and orally;</p> <p>②Ability to inspect and appreciate model houses of different styles;</p>	<p>Practical project:</p> <p>①Plan adjustment and drawing arrangement</p> <p>②Write design instructions and express them.</p>	4
total				40

#### 4. Feasible suggestion

#### 4.1 textbook selection

This course can adopt the 12th Five-Year Textbook of Higher Education Press "Interior Design Project Teaching Material". The textbook is compiled according to the standard of this course and fully reflects the course design thought of task-oriented and practice-oriented.

#### 4.2 Suggestions for Teaching

(1) In the teaching process, it should be based on strengthening the cultivation of students' practical ability, adopt project teaching, improve students' interest in learning, and stimulate students' sense of achievement.

(2) The key to the teaching of this course is the actual Residential space design project as the carrier. In the teaching process, teachers' demonstration and students' operation and training interact, and students' questions are organically combined with teachers' answers and guidance, so that students can learn the workflow of public space design in the process of project practice.

(3) In the teaching process, it is necessary to create a working situation, closely integrate the requirements of the professional level examination, and strengthen practical training. In the operation training, students can master the methods and skills of public space design, improve the technical level of public space design, and improve their job adaptability.

(4) In the teaching process, it is recommended to combine practical cases and excellent cases to explain to help students understand.

(5) In the teaching process, pay attention to the development trend of new technologies, new processes, and new equipment in the professional field, and stay close to the job position. Provide students with space for career development, and strive to cultivate students' innovative spirit and professional ability.

(6) In the teaching process, teachers should actively guide students to improve their professional quality and professional ethics.

#### 4.3 Recommendations for teaching assessment and evaluation

To implement procedural assessment, students should conduct a comprehensive assessment of their usual classroom participation, homework completion, and especially their performance in practical teaching, and record them into their grades, and increase the proportion of daily assessments. The assessment is not only a means to test the learning effect, but also an integral part of the students' re-learning and training.

The specific evaluation recommendations are as follows:

The final assessment score = 60% of the usual assessment + 40% of the final assessment;

Normal assessment results = learning attitude, attendance (10%) + class speech, questions and discussions (10%) + homework (10%) + weekly training results (30%)

Final assessment (40%): mainly refers to the final exam paper results.

Learning attitude and attendance (10%): adopt a flexible attendance method and record it on the teacher's attendance sheet;

Class speeches, questions and discussions (10%): the initiative of speaking and the quality of answers;

After-school homework (10%): Whether the homework that is usually assigned can be completed independently, on time and with high quality;

Weekly training results (30%): Students are required to complete the case analysis questions or training items designated by the teacher every week. Each learning team submits analysis reports, training summaries or PPT reports. Performance is assessed and scored.

#### 4.4 Development and utilization of curriculum resources

(1) Pay attention to the development and application of course training instructions and training materials.

(2) Pay attention to the development and utilization of curriculum resources and modern teaching resources, which are conducive to creating vivid working situations, stimulating students' interest in learning, and promoting students' understanding and mastery of knowledge. At the same time, it is suggested to strengthen the development of curriculum resources, establish a database of multimedia curriculum resources, and strive to realize the sharing of multimedia resources across schools, so as to improve the utilization efficiency of curriculum resources.

(3) Actively develop and utilize network course resources, make full use of network information resources such as e-books, e-journals, databases, digital libraries, educational websites and e-forums, so as to transform teaching from a single medium to a variety of media; teaching activities from The one-way transmission of information has changed to two-way exchange; students' individual learning has changed to cooperative learning. At the same time, we should actively create conditions to build a distance teaching platform and expand the

interactive space of course resources.

#### 4.5 Recommendations for teaching conditions

(1) Establish a training room, a computer-aided design room, a multimedia classroom, a graphic design room, a production room, a material room, a work exhibition hall, etc., with advanced equipment and sufficient venues to fully meet the requirements of practical teaching.

(2) Pay attention to the development and utilization of course resources and modern teaching resources, actively develop and utilize online course resources, stimulate students' interest in learning, so that students' learning is no longer limited to the classroom, and promote students' understanding and mastery of knowledge. Establish a national vocational education teaching environment art design teaching resource database platform:

Course website <http://hkzyk.36ve.com/?q=node/17>

(3) Industry-university cooperation develops practical training course resources, makes full use of typical enterprise resources in the industry, strengthens industry-university cooperation, establishes practical training bases, and alternates between engineering and learning to meet students' practical training needs and create employment opportunities for students.

#### 4.6 Other instructions

Other descriptions are written by yourself according to the major and course conditions.

