

Curriculum Standard

Curriculum: Decorative Materials and Crafts

Major: Environmental Art Design

Author: Wenzhou Polytechnic

Checker: Tiantian Yu

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Credit: 3

Class Hour: 51

Major: Environmental art design major

1. Preface

1.1 The nature of the course

"Decorative Materials and Crafts" is a professional basic course for environmental art design majors, which requires a combination of theory and practice. Through systematic study, we can firmly grasp the performance and construction technology of various indoor and outdoor construction materials, and be able to apply and innovate appropriately in the professional design of the environment. It mainly allows students to master the knowledge of common decorative materials and the application of construction technology, and cooperate with the study of other professional courses to provide the basic knowledge of reasonable selection and use of building materials for interior design. So as to lay a professional foundation for the subsequent courses of interior design and practical work in the future.

1.2 Design Ideas

This course is divided into two parts. The theoretical part is presented in the form of two-part class. The curriculum system is project-oriented. Surface engineering, materials, and installation engineering are the basic framework, and the corresponding teaching objectives and requirements of each teaching unit are formulated. Combined with the course content, the framework unit structure is . The teaching content of this course is determined according to the special requirements of the environmental art design major for the basic professional skills of students in architectural decoration materials. The ultimate goal is to cultivate students' solid basic skills in decorative materials during the course, lay a solid foundation for subsequent courses, make decorative materials and craftsmanship into a professional skill, meet the needs of the decoration industry for design capabilities, and cultivate students' understanding of decorative materials and skills. The ability to understand and apply craftsmanship meets the needs of students' career development.

2. The Targets of course

2.1 Overall Target

The teaching goal is to cultivate students' comprehensive application ability. Through the explanation of the basic principles and design methods of decorative materials and processes and the analysis of actual design cases, students can basically understand and grasp the basic principles and design methods of decorative materials, interior decoration construction and closing treatment methods, and cultivate students' material design. Thinking and expression ability, outstanding comprehensive application ability and technical operation ability of decorative materials, and meet the requirements of environmental art design. Cultivate students' independent and rigorous work

style and team awareness, cultivate students' good professional ethics, so that after students get employment in design jobs, they can better have the ability to undertake actual projects, and create high-quality space together with the design team environment.

2.2 Specific Target

2.2.1 Knowledge Objectives

(1) Correctly identify the relevant decoration materials according to the home decoration construction drawings and public space design construction drawings;

(2) Understand the methods and steps of market research on decorative materials, and master the performance and prices of commonly used decorative materials in the market;

(3) Master the design and structure of decorative structures, and be able to express them correctly;

2.2.2 Capability goals

(1) To enable students to initially have the ability to analyze the relationship between the composition, structure, structure and performance of materials;

(2) Have the ability to analyze and deal with engineering technical problems caused by construction materials in construction;

(3) Have the ability to test and detect the technical indicators of materials and the ability to identify the quality of materials.

(4) To cultivate students' common knowledge about building materials, and have a good ability to identify and scientifically apply the quality and application of building materials in practical work.

2.2.3 Quality goals

(1) To conduct professional cognition and professional inquiry;

(2) To cultivate students' ability to collect data, read data and use data;

(3) Cultivate students' self-learning ability, learn to design and innovate, and improve aesthetic awareness;

3. Content and Demand

serial number	Teaching tasks	Course content and teaching requirements	Instructional Design	Reference hours
1	Structural Engineering and Materials	introduction Course content: ① Structure design ② Floor material and construction technology ③ Partition material and construction technology	(1) Teaching methods ① Teaching√ ② Combination of lecture and practice√ ③ Case study√ ④ Discussion√	6

		<p>④Project acceptance</p> <p>Teaching Requirements:</p> <p>①Familiar with the relevant national regulations on structural engineering construction;</p> <p>② Understand the construction process</p> <p>③Master construction materials and process application</p> <p>④Understand common problems in construction</p> <p>⑤ "Practical Manual for Construction and Quality Acceptance of Building Decoration Engineering"</p>	<p>⑤Practical training√</p> <p>⑥Other:</p> <p>Practical project</p> <p>①Drawing floor plan of home improvement</p> <p>②Drawing of wall drawings for home improvement and demolition</p>	
2	Hydropower Engineering and Materials	<p>Course content:</p> <p>①Hydropower Design</p> <p>②Waterway materials and craftsmanship</p> <p>③Circuit materials and processes</p> <p>④Project acceptance</p> <p>Teaching Requirements:</p> <p>①Familiar with the relevant national regulations on the construction of hydropower projects</p> <p>②Master hydropower construction materials and process application;</p> <p>③Understand common problems in hydropower construction</p> <p>④ "Practical Manual for Construction and Quality Acceptance of Building Decoration Engineering"</p>	<p>(1) Teaching methods</p> <p>①Teaching√</p> <p>②Combination of lecture and practice√</p> <p>③Case study√</p> <p>④Discussion√</p> <p>⑤Practical training√</p> <p>⑥Other:</p> <p>Practical project</p> <p>①Material brand collection</p> <p>②Drawing of home improvement water routes</p> <p>③Drawing circuit diagram of home improvement circuit</p> <p>④Drawing of construction flow chart</p>	12
3	Wood Works and Materials	<p>Course content:</p> <p>①Wooden design</p> <p>②On-site woodworking craftsmanship</p> <p>③Cabinet material and process</p> <p>④Wooden floor materials and</p>	<p>(1) Teaching methods</p> <p>①Teaching√</p> <p>②Combination of lecture and practice√</p>	12

		<p>craftsmanship</p> <p>⑤Wood installation</p> <p>⑥Project acceptance</p> <p>Teaching Requirements:</p> <p>①Understand the basic properties and uses of ceiling decoration materials</p> <p>② Focus on mastering the performance and application of ceiling materials</p> <p>③ Master the main equipment and operation points of ceiling decoration construction.</p> <p>④Have the ability to guide the construction and acceptance of decorative ceiling</p> <p>"F Wood Structure Engineering Construction Quality Acceptance Specification (GB50206-2002)"</p>	<p>③Case study√</p> <p>④Discussion√</p> <p>⑤Practical training√</p> <p>⑥Other:</p> <p>(2) Practical projects</p> <p>①Material brand data collection</p> <p>②Drawing of home decoration ceiling</p> <p>③Node graph drawing</p> <p>④Drawing of construction flow chart</p>	
4	Bricklayer works and materials	<p>Course content:</p> <p>①Bricklayer design</p> <p>②Cement construction technology</p> <p>③Brick material and technology</p> <p>④Stone materials and craftsmanship</p> <p>⑤Project acceptance</p> <p>Teaching Requirements:</p> <p>①Familiar with the relevant national regulations on the construction of bricklaying projects</p> <p>②Master the materials and construction techniques involved in bricklaying</p> <p>③Understand the common problems of bricklaying engineering</p> <p>④ "Practical Manual for Construction and Quality Acceptance of Building Decoration Engineering"</p>	<p>(1) Teaching methods</p> <p>①Teaching√</p> <p>②Combination of lecture and practice√</p> <p>③Case study√</p> <p>④Discussion√</p> <p>⑤Practical training√</p> <p>⑥Other:</p> <p>Practical project</p> <p>①Material brand collection</p> <p>②Home improvement floor plan design</p> <p>③Node graph drawing</p> <p>④Drawing of construction flow chart</p>	12
5	Coating Finishing	Course content:		6

	Engineering and Materials	<ul style="list-style-type: none"> ①Paint finish design ②Coating materials and construction technology ③ Finishing materials and construction technology ④Project acceptance <p>Teaching Requirements:</p> <ul style="list-style-type: none"> ①Familiar with the relevant national regulations on the construction of paint finishing works ② Master the materials and construction techniques involved in coating finishes ③Understand the common problems of paint finishing engineering ④ "Limits of Hazardous Substances in Interior Wall Coatings of Interior Decoration Materials" (GB 18582-2001) 	<p>(1) Teaching methods</p> <ul style="list-style-type: none"> ①Teaching√ ②Combination of lecture and practice√ ③Case study√ ④Discussion√ ⑤Practical training√ ⑥Other: <p>(2) Practical projects</p> <ul style="list-style-type: none"> ①Material brand data collection and construction flow chart drawing ②Drawing of home improvement elevation and node diagram 	
6	Installation work	<p>Course content:</p> <ul style="list-style-type: none"> ①Installation project design ② Sanitary ware recognition and installation ③Lamp understanding and installation ④Electrical knowledge and installation ⑤Project acceptance <p>Teaching Requirements:</p> <ul style="list-style-type: none"> ①Familiar with the understanding and installation of household installation engineering products ③Understand the common problems of installation engineering ④ "Practical Manual for Construction and Quality Acceptance of Building Decoration Engineering" 	<p>(1) Teaching methods</p> <ul style="list-style-type: none"> ①Teaching√ ②Combination of lecture and practice√ ③Case study√ ④Discussion√ ⑤Practical training√ ⑥Other: <p>(2) PracticePractice item</p> <p>Sanitary ware, lighting, electrical appliance brand collection and installation process flow chart</p>	3
	total class hours	51		

Note: In "course content and teaching requirements", the content and requirements of skills, content and requirements of knowledge should be reflected respectively.

4. Feasible suggestion

4.1 Teaching material selection and writing suggestions

- 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 specific architectural decoration engineering project as the carrier. In the teaching process, teachers' demonstration and students' group operation training interact, and students' questions are organically combined with teachers' answers and guidance, so that students can learn to analyze the construction of architectural decoration projects in the process of project practice.
- 3) In the teaching process, a work situation should be created, and the assessment requirements of vocational skills certificates should be closely combined to strengthen practical operation training. In the operation training, students can master the skills and skills of building decoration engineering construction, and improve their job adaptability.
- 4) In the teaching process, it is necessary to explain with examples to help students understand.
- 5) During the teaching process, we should pay attention to the development trend of new technologies, new processes and new equipment in this professional field. Provide necessary support for students to accurately make decorative engineering construction, 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.

① Through systematic lectures, students can understand and master the basic theory of decorative materials and craftsmanship and design methods.

② Through systematic teaching and design training, students can understand and master the content and methods of decorative materials, and be able to design these projects independently.

③ Through systematic teaching and design training, students can understand and master the latest information and technology of decorative materials.

7) It is necessary to clarify 10 national standards for decorative materials for students:

① "Limited Formaldehyde Release in Wood-based Panels and Their Products for Interior Decoration Materials" (GB 18580—2001)

② "Limits of Hazardous Substances in Solvent-Based Woodware for Interior Decoration Materials" (GB 18581—2001)

③ "Limits of Hazardous Substances in Interior Wall Coatings of Interior Decoration Materials" (GB 18582—2001)

④ "Limits of Hazardous Substances in Adhesives for Interior Decoration Materials" (GB 18583-2001)

⑤ "Limits of Hazardous Substances in Wood Furniture, Interior Decoration Materials" (GB 18584—2001)

⑥ "Limits of Hazardous Substances in Wallpaper of Interior Decoration Materials" (GB 18585-2001)

⑦ "Limits of Hazardous Substances in Polyvinyl Chloride Rolled Floors in Interior Decoration Materials" (GB 18586-2001)

⑧ 《Limited Release of Harmful Substances in Interior Decoration Materials Carpets, Carpet

Liners and Adhesives for Carpets》(GB18587—2001)

⑨ "Limits of Ammonia Released in Concrete Admixtures" (GB 18588-2001)

⑩ "Limits of Radionuclides in Building Materials" GB18589-2001)

8) It is necessary to clarify 10 national standards for decoration and decoration technology for students:

① "Interior Decoration Construction Specifications"

② "National Mandatory Standard for Housing Construction" "A Unified Standard for Construction Quality Acceptance of Construction Engineering (GB50300-2001)" ③ "C Code for Acceptance of Construction Quality of Masonry Engineering (GB50203-2002)"

④ "F Wood Structure Engineering Construction Quality Acceptance Specification (GB50206-2002)"

⑤ "JGJ46-2005 Technical Specification for Temporary Electricity Safety at Construction Sites"

⑥ "SGBZ03 Construction Technology Standard for Building Sub-items - Building Decoration Part"

⑦ "2008 latest engineering construction national standards and engineering construction mandatory provisions application technical manual"

⑧ 《Architectural Engineering Design and Construction Series Atlas Architectural Decoration Engineering》

⑨ "Compilation of Construction Technology Standards for Construction Engineering"

⑩ "Practical Manual for Construction and Quality Acceptance of Building Decoration Engineering"

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 specific living space soft decoration design project as the carrier. In the teaching process, teachers' demonstrations and students' group operation training interact, and students' questions are organically combined with teachers' answers and guidance, so that students can design soft furnishings in combination with the functions and artistic needs of indoor space in the process of project practice.

(3) In the teaching process, combine examples to create work situations, closely combine vocational skills requirements, and strengthen practical training. In the operation training, students can master the cognitive level of interior living space soft decoration design, and improve their job adaptability.

(4) During the teaching process, we should pay attention to the development trend of new technologies, new processes and new equipment in this professional field, and be close to the production site. Provide students with space for career development, and strive to cultivate students' innovative spirit and professional ability.

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

4.3 Suggestion on Teaching Examines and Assessments

(1) Reform the traditional student evaluation methods and methods, and adopt the evaluation mode of stage evaluation, target evaluation, project evaluation, theory and practice integration.

(2) Pay attention to the diversity of evaluation, and comprehensively evaluate students' performance in combination with classroom questions, student homework, daily tests, experimental training and assessment.

(3) Attention should be paid to the assessment of students' practical ability and ability to analyze and solve problems in practice. Special encouragement should be given to students who are innovative in learning and application, and students' abilities should be comprehensively evaluated.

This course is divided into three parts, focusing on the accumulation of knowledge and the improvement of students' ability to analyze and solve problems in practice. Final grade = usual classroom performance + usual training grade + final comprehensive training grade.

(1) Usual class performance (20%)

It is mainly composed of classroom attendance, discipline situation, discussion speech, learning attitude and other parts;

(2) Usual training results: (40%)

The usual training items, including classroom training items and after-school assignments, are included in the usual grades.

(3) Final comprehensive training results: (40%)

Skill-based training that focuses on practical ability and practical application is used to evaluate students' final comprehensive scores.

4.4 Development and Utilization of Curriculum Resources

(1) Pay attention to the development and application of practical training instructions and practical 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) Make full use of typical enterprise resources in the industry, strengthen school-enterprise cooperation, establish internship training bases, and alternate between engineering and learning to meet students' internship training needs and create opportunities for students' employment.

(5) Expand the open training center of this major, so that it has the functions of on-site teaching, practical training, and vocational skills verification, and realizes the integration of teaching and training, teaching and training, and teaching and verification to meet the needs of students. Comprehensive professional ability training requirements.

4.5 Recommendations for teaching conditions

(1) Make full use of the resources of the building construction training room, building decoration material training room, and building construction training workshop, and adopt integrated teaching methods to help students understand the basic knowledge of building structure, building structure, and building construction.

(2) Make full use of the resources of architectural decoration enterprises, pay attention to the construction of off-campus practice and training bases, open up places for students to visit, study and practice, increase the intuitiveness of teaching, stimulate students' interest in learning, and promote students' understanding and mastery of professional knowledge.

4.6 Other instructions

The standard middle school hours of this course are reference hours, and teachers can make appropriate adjustments according to the actual situation of the college.