

## INTERIOR DESIGN: CLASSROOM SEATING REIMAGINED LESSON PLAN

**ENDURING IDEA:** Throughout time and across cultures, people design furniture to provide comfort and support.

**LESSON TITLE:** Interior Design: Classroom Seating Reimagined

**GRADE/CLASS:** Grades 8

**TIME ALLOTMENT:** (2) 79 minute class periods

### LESSON PLAN OVERVIEW:

#### SUMMARY:

Students will be asked to think like an interior designer to redesign their existing art classroom stool into a customized chair that makes them more comfortable, organized, efficient and happier. They will be introduced to how interior designers research and develop ideas. Students will learn about Eileen Gray (1878-1976), a Modernist architect and interior designer. After a presentation, students will draw multiple components on a stool template to enhance their learning experience and classroom environment.

#### RATIONALE:

It's important for students to understand how people design and create objects that improve their lives by providing physical comfort, functionality, organization and an elevation of their mental state by being aesthetically pleasing. They will imagine how furniture can be made to be functional and aesthetically pleasing. Furniture can enhance a student's learning experience and is an important part of a productive classroom environment.

#### ARTWORKS & ARTISTS: Eileen Gray-Furniture Designs



"Transat" 1926



"S-Bend" 1938



"Non Conformist" 1926



"Bibendum" 1926



"E1027" 1927



"Petite Coiffeuse" 1926



"Rivoli" 1928

## KEY CONCEPTS

- Objects can be created and designed to elevate everyday lives
- Artists and designers observe and research the ways people use objects
- Artists and designers redesign objects to make them function and/or look better

## ESSENTIAL QUESTIONS

- How are objects created and designed to elevate everyday lives?
- How do artists and designers observe and research the ways people use objects?
- How do artists and designers redesign objects to make them function and or look better?

## STANDARDS:

**VA:Cr1.1: 8a** Document early stages of the creative process visually and/or verbally in traditional or new media.

**VA:Cr1.2: 8a** Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

**VA:Cr2.3: 8a** Select, organize, and design images and words to make visually clear and compelling presentations.

**VA:Cr3.1: 8a** Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

## INTERDISCIPLINARY CONNECTIONS:

**ELA:** Organize ideas, concepts, and information to make important connections and distinctions

**Math:** Analyze relationships between two-dimensional and three-dimensional objects

**Math:** Apply geometric concepts to model and solve real world problems.

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## OBJECTIVES:

The student will...

- identify elements to enhance their chair functions of: comfort, focus, organization and aesthetics
- design and sketch a unique chair
- describe the chair functions with explanatory labels

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## ASSESSMENT:

### 1. PRE-ASSESSMENT

Students will draw a criteria grid into their sketchbooks and will consider the

following:

*Physical comfort:* Will the chair be comfortable to sit at for an entire period?

*Organization:* Will the chair help to organize belongings?

*Focus:* Will the chair help to focus better on art lessons?

*Aesthetics:* Does the chair have design?

## 2. FORMATIVE ASSESSMENT

- Students brainstorm about good furniture design
- Students are observed and questioned throughout the class
- Group critique

## 3. SUMMATIVE ASSESSMENT

Rubric	Outstanding (5 pts)	Satisfactory (4 pts)	Limited (3 pts)	Comments
Student included all four criteria: comfort, focus, organization and aesthetics				
Student sketched their design a accuracy and craftsmanship				
Student used descriptive labels				
Student used effort and engagement				

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### INSTRUCTIONAL PROCEDURES:

#### DAY ONE:

##### 1. MOTIVATION/ENGAGEMENT/ANTICIPATORY SET:

A classroom stool is placed on top of the front table

Students are asked to give a thumbs up if they think their stool is comfortable to sit on. Why or why not?

## 2. DEVELOPMENT:

**Show Slide Presentation on Interior Design** (see link in Instructional Resources)

### Slide 1

*Interior Design*

- *The art and process of designing the interior of a room or building*
- *Creates functional, safe, and beautiful spaces*
- *Communicates a mood*
- *Researches colors, lighting, and materials*

### Slide 2

*Rubric with Interior Design description is written into sketchbooks*

### Slide 3-8

*Eileen Gray video <https://www.youtube.com/watch?v=HugX1wMS18s>*

*Eileen Grey chair images*

*Discussion of chair features: movable, transformable, comfort, fabrics*

### Slide 9: Observe like an Interior Designer:

*Notice when you are comfortable and when you are not.*

- *Are you comfortable?*
- *What things do you bring to class?*
- *Does your chair helps you focus or work better?*
- *Can you easily see, hear, and talk to your classmates and teachers?*
- *Are there parts of your stool that you like?*
- *Do you like the way your stool looks?*

**Slide 10:** *Think like an Interior Designer: What can you change that might make you happier, more comfortable, and more efficient in your workspace?*

**Slide 11:** *Grid with criteria: Physical Comfort, Focus, Organization, Aesthetics (Students draw grid in sketchbooks. Discuss examples which are written onto white board: high back, water bottle holder, backpack holder/hook, fabric, pillow, wheels, chromebook charger, etc)*

**Slide 12:** *Teacher exemplar*

**Slide 13:** *Rubric Review*

## 3. CULMINATION/CLOSE: Materials and sketchbooks are cleaned up

### DAY 2

#### 1. MOTIVATION/ENGAGEMENT/ANTICIPATORY SET:

*Interior Design review of last class: Students are asked to describe the project and*

*steps needed and taken.*

## **2. DEVELOPMENT:**

- Sketchbook and pencil are taken out
- Students are given stool template with choice of using or freehanding.  
Discussion about using it as an infrastructure to build on or using the back to freehand
- *Reminder to add descriptive labels.*

## **3. CULMINATION/CLOSE :**

Group critique. Clean-up

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## **PREPARATION:**

### **1. TEACHER RESEARCH AND PREPARATION:**

Eileen Gray (1878–1976) was an architect, interior designer and a furniture designer. She was one of the first women to study at the Slade School of Fine Art and one of the few women in the Modernist world. First she was a furniture designer and then she taught herself how to be an architecture and without any formal training. As a female designer working in the 1920s and 30s, her work wasn't always given the recognition it deserved. Gray working closely with many of the outstanding figures of the modern movement, including Le Corbusier and J.J.P Oud. Her most famous piece is the E-1027 glass and tubular steel table. 'To create, one must first question everything.' Eileen Gray

### **2. INSTRUCTIONAL RESOURCES:** (\*See exemplars at end)

- Classroom Stool Template
- Summative Assessment Rubric
- Google Slide Presentation (with White Board Visualizer Demonstration)
- Teacher Exemplar

### **3. STUDENT SUPPLIES:**

8.5x11" drawing paper & sketchbooks  
Pencils, colored pencils, erasers

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## **ADAPTIONS & MODIFICATIONS**

This lesson is universally designed to address multiple intelligences and learning

styles. The design will include adapted rubric and notes, big grip pencils, and preferential seating close to white board. Additional chair viewpoint drawings (side, will be offered for extra credit. The slide presentation will be read out loud.

**RESOURCES:**

Eileen Gray Website <http://www.eileengray.co.uk/>

Victoria & Albert Museum <https://www.vam.ac.uk/articles/Eileen-gray-and-her-s-bend-chair>

S-Chair Folding Demonstration 2:37-3:20 <https://www.youtube.com/watch?v=HugX1wMS18s>

Royal Academy <https://www.royalacademy.org.uk/article/eileen-gray-architect-designer>

**ADAPTED RUBRIC: STUDENTS WILL UNDERLINE KEY POINTS. USE OF ENLARGED FONT.**

**CLASSROOM CHAIR DESIGN**

**Interior Design**

The art and process of designing the interior of a room or building

**An Interior Designer**

Creates functional, safe, and beautiful spaces

Communicates a mood or a feeling

Researches colors, lighting, and materials

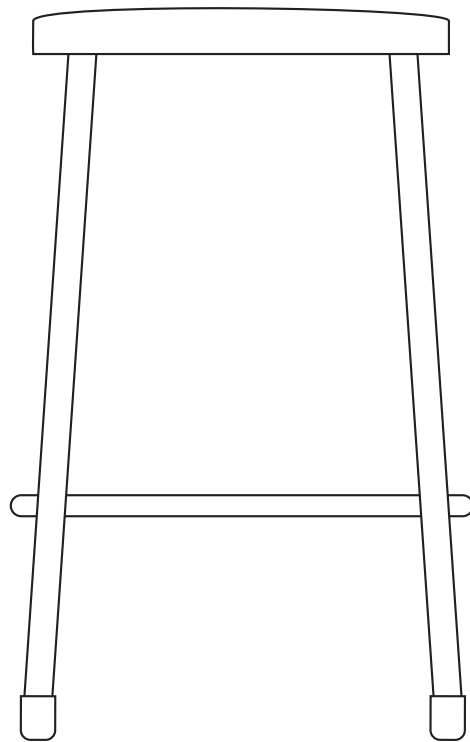
	Outstanding (5 pts)	Satisfactory (4 pts)	Limited (3 pts)	Comments
Student included details for <b>physical comfort</b>				
Student included details for <b>focus</b>				
Student included details for <b>organization</b>				
Student included details for <b>aesthetics</b>				
Student <b>used labels</b> to show details of how it works				

Notes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



STOOL TEMPLATE

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



# **INTERIOR DESIGN**

**The art and process of designing the interior of a room or building**

## **An Interior Designer**

- **Creates functional, safe, and beautiful spaces**
- **Communicates a mood or a feeling**
- **Researches colors, lighting, and materials**

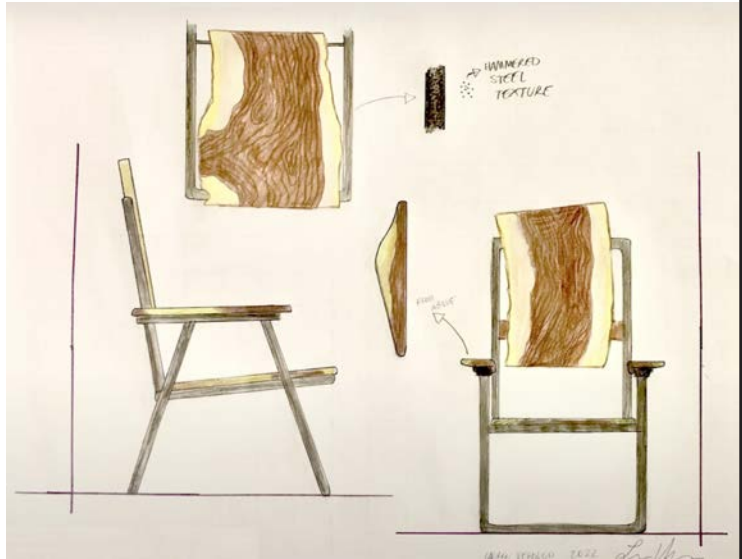
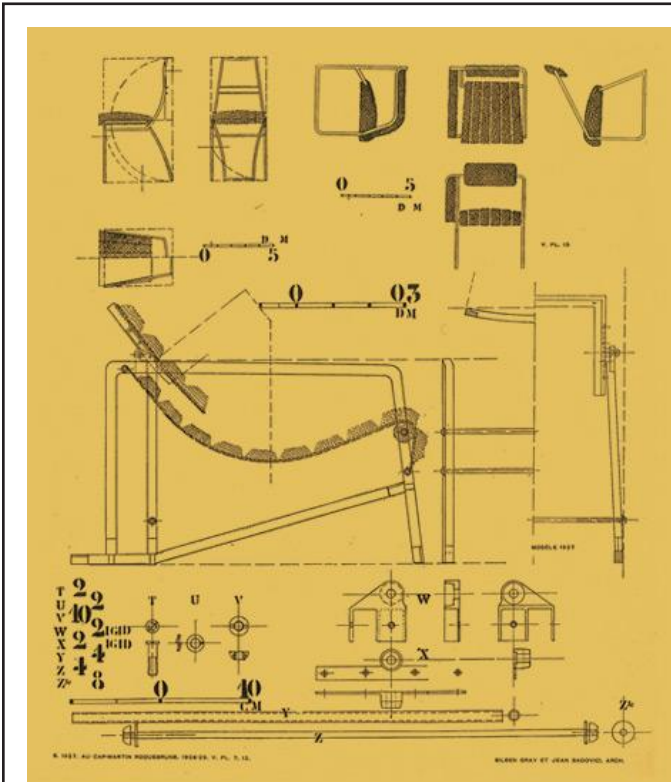
**Eileen Gray  
(1878-1976)  
Interior Designer  
and Architect**



**Eileen Gray Furniture Designs**







## **Observe like an Interior Designer**

- Are you comfortable?
- What things do you bring to class?
- Does your chair helps you focus or work better?
- Can you easily see, hear, and talk to your classmates and teachers?
- Are there parts of your stool that you like?
- Do you like the way your stool looks?

## **Think like an Interior Designer**

**What can you change that might make you happier, more comfortable, and more efficient in your workspace?**

Physical Comfort	Focus
Organization	Aesthetics

### Steps:

- **Copy** the rubric into your sketchbook
- **Think** like a designer about what you can add to your stool
- **Write** ideas on the CLASSROOM CHAIR DESIGN WORKSHEET
- **Draw** your ideas onto the STOOL TEMPLATE

# Rubric

	Outstanding (5pts)	Satisfactory (4 pts)	Limited (3 pts)	Comments
Student included <b>physical comfort</b>				
Student included <b>focus</b>				
Student included <b>organization</b>				
Student include <b>aesthetics</b>				
Student <b>labeled chair with functions</b>				

## TEACHER EXEMPLAR

