



INTERIOR 1061 CAMELBACK RD P. 949.675.4451
DESIGNERS NEWPORT BEACH F. 949.759.0667
INSTITUTE CA 92660 www.idi.edu

Studio Objectives: (RECAP from Part 1)

The field of design is changing the designed- and natural-world in important ways. We will investigate and evaluate the impacts these changes are having on interior architecture by means of exploring three distinct yet interrelated emergent themes:

- i) The role of design in the 21st century;
- ii) Micro-trends in human and social diversity;
- iii) The increasing influence of academia and inter-disciplinary thinking;

Graduate-level students are expected to make a modest *contribution* to the field of interior architecture, and *advance* the body of interior design knowledge as well as the ethical, aesthetic and professional standards of the discipline. To this end, this three-part studio seeks to facilitate:

- i) the integration and consolidation of student's knowledge and skill-set accumulated during their undergraduate education and on-going professional experience;
- ii) an enhancement of student's critical, analytical and strategic thinking processes, including strengthening problem *identification* and problem-solving strategies;
- iii) student competency regarding increasing levels of rigor in how design solutions are justified in a *research-inspired* approach;
- iv) student competency in applying and extending research to interior design solutions.

Studio Values: (RECAP from Part 1)

A premium will be placed on the student's professional conduct, common courtesy and collaborative spirit. This extends to appropriate behavior regarding phone, and laptop use for personal calls, texting and other forms of instant messaging. The ability to take individual initiative and problem solve in the face of uncertainty and novel circumstances is a *fundamental* expectation given the level of professional development and graduate student status. Academic honesty is the cornerstone of graduate-level work and in this regard students will be expected to exercise critical and mature judgment, understand and promote time-honored standards of academic rigor; and adhere to a policy of academic honesty.

Recap of 1st Quarter Focus:

Students will identify and begin developing a Capstone Design Project, in conjunction with the studio professor and other graduate faculty, which explores and deepens student understanding of the field of interior architecture and the studio themes. The focus of this quarter is to refine the student's capacity for critical reflection, enhance problem *identification* skills, and strengthen analytical and pre-design skill set. Students will develop a professional-grade Design Programming Document to guide the design, development, and presentation of their Capstone Design Project during Part 2 and Part 3.



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2nd Quarter Focus:

Students will extend and apply research findings as well as existing and new *evidence* to the resolution of research-inspired interior design *problems*. The focus of this quarter is to incorporate credible findings into spatial solutions, use those findings to support and justify design decision-making, enhance the student's understanding of collaborative design techniques, and strengthen problem-solving approaches and skills. The design emphasis of this quarter is on the spatial development, composition, enclosure, and 3-D spatial quality of the project's interior architecture. Students will consolidate their design work-products into a work-in-progress presentation at the end of the quarter. The designing and selection of ALL interior finish materials, lighting fixtures, and furnishings will occur as the FIRST milestone in Design Studio part 3, and is mandatory for all students.

In addition to traditional design deliverables & work-products, students will explore design processes and methods that incorporate the "4th dimension" and visual story-telling. Specifically, students will explore how interior architectural space is experienced *over time*. See **Tim Brown, p. 132 (1st edition) [Brown p. 138 for 2nd edition]** for clarification. Students are encouraged to develop *rapid visualization* methods for communicating their design ideas.

3rd Quarter Focus:

Students will consolidate and communicate research-inspired design *solutions*. The focus of next quarter is to identify relevant presentation deliverables, whether standard or non-traditional, and create and complete those deliverables in a manner suitable for academic and professional presentation.

Grading Method for Parts 1, 2 & 3:

Letter grades are based on standard percentages; A- C. NO points will be given for late assignments unless prior arrangements have been made with the studio professor. However, to receive credit for this course ALL assignments must be turned in before the last day of class.

Special Grading Criteria for Part 2:

In addition to submitting the stipulated course assignments (Work-flow Program, and Place-Making) that apply to all students, each student will prepare, and present for grading, four (4) design-based activities ("milestones") approximately 15 minutes each to be given on the dates stipulated.

Work-Flow Program

Prior to arriving on the first day of Quarter 2, each student must develop a detailed work-flow program that will serve as their individualized approach to the design of their Capstone Design Project. Students are responsible for proposing which design activities and tasks they consider most relevant and productive, and in consultation with the studio professor will finalize their program, and prepare it for presentation. Work-flow programs consist of *numerous* activities (more than just the milestones), and shall include all four (4) design-based activities



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(“milestones”) selected from the lists of deliverables below. ONLY one (1) activity may come from the “Traditional, Group A” list, and *at least* one (1) activity shall be selected from the list of “non-traditional” deliverables.

The work-flow program must *graphically* depict the sequence and duration of each of the tasks & milestones. In addition, students must provide a brief description of what each activity entails, including the anticipated amount of time associated with the activity, and a description of how the activity relates to the development of their capstone project or furthers their research goals. The finalization of the program is in consultation with the studio professor, who may suggest revisions or alterations to streamline or augment work-load associated with design deliverables.

Traditional Design Deliverables (include but are not limited to)

Group A – analysis activities (MAXIMUM of ONE selected from Group A)

- CAD As-built drawings of a building shell;
- Materials and/or systems design research;
- Code analysis;
- Photo-documentation studies;
- Review & summarize a relevant post-occupancy evaluation prepared by a professional;

Group B – synthesis activities (ONE MINIMUM selected from Group B)

- Design-concept diagram packet;
- Schematic design studies (free-hand)
- Space planning studies (free-hand)
- Perspective sketch studies;
- Physical study models (scaled);
- 3-D virtual study models;

Non-traditional Design Deliverables (include but are not limited to) ONE MINIMUM

- Analysis and critique of a relevant design theory;
- Detailed Place-making studies
- Visual story-telling
- “Experience blueprints” (see Brown p. 126; 1st edition) [Brown p. 132; 2nd edition]
- Story-boards / Scenarios / graphic novels
- Physical Prototypes (full-size, with permission of professor may be scaled)

As part of the Workflow program, each student shall select four (4) chapters from Unwinn that are relevant to the production of each of their four milestones. Students are expected to integrate the relevant concepts and themes from the reading into their work, and **SHOW** clear evidence of this integration during presentation.

End-of-Quarter Design Process Critique

Regardless of which deliverables are achieved during the course of the quarter, ALL students are expected to present a final CAD drawn space plan as part of their end of quarter critique.



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Course Outline:

CLASS 1:

07 May 2020

Introduction, Overview & Work-flow:

Finalization of student work-flow programs *prior to today*.
Each student to review course syllabus, and re-cap strengths & weaknesses from Design 502 part 1, and explore opportunities for part 2. Lecture on Placemaking.

Bring to class: Activity #1: Work-flow Program as finalized by professor

Assign Activity #2: Place-making Assignment
Based on Reading assigned by professor

CLASS 2:

14 May 2020

Adaptation Strategy & Place-making:

Discuss design in the “4th dimension”, see Brown p. 132.
Review Place-making issues and adaptation strategies.

CLASS 3:

21 May 2020

Place-making

Discuss Place-making issues (and chapters) each student plans to review and employ during design phase Milestones #1, #2 and #3.

DUE this week: Activity #2: Place-making

The precise assignments and activities each student will submit on the stipulated presentation dates is based on the approved work-flow program, but the deadlines are **firm**.

CLASS 4:

28 May 2020

Design Milestone #1:

Student presentations of design work based on the sequence of assignments established in each work-flow program.

Reading assignment: Individual student basis

DUE this week: Design Milestone #1

CLASS 5:

04 Jun 2020

Studio Session:

Studio Session, and individual desk critiques.
Reading assignment: Individual student basis



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CLASS 6: **Design Milestone #2:**
11 Jun 2020 Student presentations of design work based on the sequence of assignments established in each work-flow program.

DUE this week: Design Milestone #2

CLASS 7: **Studio Session:**
18 Jun 2020 Studio Session, and individual desk critiques.
Reading assignment: Individual student basis

CLASS 8: **Design Milestone #3:**
25 Jun 2020 Student presentations of design work based on the sequence of assignments established in each work-flow program.

DUE this week: Design Milestone #3

CLASS 9: **Studio Session:**
02 Jul 2020 Studio Session, and individual desk critiques.

CLASS 10: **Design Milestone #4:**
09 Jul 2020 Student presentations of design work based on the sequence of assignments established in each work-flow program.

DUE this week: Design Milestone #4

CLASS 11: **Studio Session:**
16 Jul 2020 Studio Session, and individual desk critiques.

CLASS 12: **Design Progress Critique:**
23 Jul 2020 Review and critique of *accumulated* design work for the *entire* Capstone Design Project for purposes of refining the central design concepts and design solutions, and identifying areas that require further development in anticipation of design presentation and final graduate exhibition occurring during Design 508.

*DUE this week: Activity #7: Design Progress Presentation
20 minute presentation per student*