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Role of expression techniques in interior architecture education

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Abstract

The Interior Architecture education is examined based on "sketching and presentation" within the framework of "design" by looking into the application patterns, materials used, education, processes and results of these two methods and by providing relevant examples. In the study discusses the knowledge of design, universities providing education, interior architecture presentation process, perspective and focuses on the role of expression techniques in the Interior Architecture education. In parallel, the expression techniques are associated with the concepts of design, sketching and presentation, their essential role in Interior Architecture education and the need to convey this skill through education are highlighted.

1. Introduction

Education is the process of driving terminal change in the individual's behavior through their own experiences or on purpose (Ertürk 1988). Interior Architecture is to design a living environment based on the user needs, and Interior Architecture education is a professional area that helps development of expert designers. Expert training is based on cultural development and therefore education (Özker, 2014). Turkish Interior Design education is offered in different teaching programs and thus the graduates step into the professional life lacking a uniform education. As

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a result of the efforts of some educators from certain professional groups to transform the education led to professional organizations attaching value to education. The most important among these organizations is the Council for Interior Design Accreditation (CIDA) established in 1970. Sketch drawings, concept development, idea, detailing, two-three dimensional expressions and design suggestions have great importance as "learning expectations" when an uniform education is formed by CIDA. However, Interior Design departments which aim to be accredited yet fail to reach a common ground for the language continue to provide education under different faculties. This difference is reflected in the weights of the classes included in the teaching programs (Özker, 2014). For example, Interior Design departments within an Architecture or Engineering Faculty focus on architecture and practice while Interior Design department within an Arts and Design Faculty offers design- and art-oriented classes. Therefore, free hand improvement can be possible in departments that focus on design education. The prospective architects must be developed in every field from pattern to technique and from arts to creativity in the most effective way and based on the same grades before their graduation. Interior Design departments in Turkey are organized within faculties with different names such as Fine Arts, Architecture-Engineering, Architecture, and Design. In this respect, the "expression techniques" for the free hand, or the sketches, enabling transfer of what exists on mind to the paper is very important to build the foundation of Interior Architecture which primarily aims to train expert individuals. Expression techniques have an undeniable role in the Interior Design education and are the most effective communication tools of the profession. It develops the skills of fast thinking and early delivery of detailed and clear visuals of the images on mind. Sketch drawings are immediately generated with free hand without requiring time. Sketch is a skill that can be learned and can be made by anyone who tries to produce; sketching and practicing brings continuity in time. The role of sketch is indisputably clear in architecture, interior design and all other visual arts and the equivalent term for sketch in our language is draft, like designing the non-existing (İnceoğlu, Gürer& Çil, 1995). As sketch is the communication tool in visual presentation, different presentations can be introduced by supporting sketches by coloring them. To this aim, the study aims to discuss the "sketch and presentation process" behind the design factor in Interior Design. the two methods, namely "drawing and presentation" was examined in terms of application forms, materials used, education, processes and results and they are discussed by giving examples. The Interior Design Education is studied first in terms of knowledge of design, professional organizations, universities providing education; secondly in terms of the relationships among design, interior design presentation process and perspective; and finally in terms of expression techniques. Accordingly, the study associates expression techniques with the concepts of design, sketch and presentation and emphasizes the place and importance of expression techniques in the interior design education by addressing to the necessity to transfer this skill through education from a detailed perspective.

2. The role of design process in interior architecture education

Design is about turning various pieces into an harmonious whole and making plans to achieve certain goals (Uslu, 2008). The purpose of interior design is functional development, aesthetical enhancement and psychological utilization of interior spaces (Ertek, 1994). In a sense, design is the combination of sketch, technical and presentation processes using different design approaches by completing all stages from individual to general. The modern education in design practices like Interior Architecture or Architecture is observed to replace hand sketches with computer drawings over the past years. As the technology has taken control of the human life in every aspect of life, the field of education is not an exception. This process which has made its presence felt in the disciplines of design uses computer technologies replacing the free expression. It is possible to swiftly transfer thought to the paper using hands, and the thought turns into an image by means of certain sketches. The sketching process helps the thought mature and ripen fast, and it is the best way of questioning oneself. The sketch is a communication tool which not only facilitates a mutual discussion environment for the parties but also allows the designer to have a self-discussion (Balamir, 2004). This communication tool represents the first stage of design process. The design process introduces a certain concept ad continues until a completed project. Although there are many design approaches, all of them cover the stages of definition, integration, analysis, decision, and implementation (Uslu, 2008). Design and its process have an important role in Interior Design education. Generally, the process of interior design can be categorized under three phases: "sketch (free hand technique-designing-thinking)", "Technical (technical drawing-production-application)", and "Presentation (colorful expression process either by free hand or technically)". The

basis of design lies within sketch, or fast thinking, and therefore the key phase of design are sketching. Thus sketching gives vision, a different perspective of surroundings with awareness (Lasseau, 1987). In this respect, the study addresses to the two key process "sketch and presentation" behind the design factor in interior design education.

2.1. The sketching process

Sketch is draft data, never represents the complete and is suitable for development. It is the product of first thought and allows the imagination to grow. Sketching is the process of creating fast and numerous sketches. Like the writing is the method of expression in literature, the line is the method expression in architecture (İnceoğlu, Gürer & Çil, 1995); therefore, it is as important as writing to teach drawing and develop free hand. Hand sketch is the preliminary draft of the project, defining the outlines of the design. Design process sketches are a part of the design and carry you to the outcome step by step. Therefore, following the design process is about trying out intermediate solutions, sailing towards new directions and new searches (İnceoğlu, Gürer & Çil, 1995). This makes sketch an essential element in all fields of visual art and it is true that it adds character to the project.

2.2. The presentation process

The sketching and technical processes in design are followed by the presentation process. The plans drafted as sketches are rendered 3D through proportioned yet free perspectives. In fact, Architecture education focuses on technical drawing and perspective classes. Transferring the designed sketch from planning stage to 3D gives an opportunity for the space imagined by the first person to be perceived by others, resulting in a clear understanding in third dimension of the details which are not perceived at the planning stage. Perspective is like the third dimension expression of sketch which turns into a presentation supported by colors. The presentation is the quickly colored form of sketch work. The first stage covers toning followed by coloring in the second stage or either toning or coloring can be applied. The color ensures easier understanding of the sketch process and contributes to the enhancement of the ambiance impact. In fact the process is not about coloring, it is about spicing up the environment. The colors can be applied alone or in multiple colors or on the top of one another. In this process, it is important to think fast and imagine the lights, shadows, color contrasts and harmony. The point in coloring the perspective and plan sketches is the reflection of the individual style in the sketches.

3. Role of expression techniques in interior architecture education

It is not possible for the problems to bloom at the same time in a design process. The method to bring out the image formed in mind is drawing and the method to develop and think with drawing is the sketch (İnceoğlu, Gürer & Çil, 1995). Sketches are renewed continuously to develop the initial sketch, leading to many different options, opinions and ideas. Education is a process and the most important data in this process is the transfer of information at the right time and place; therefore, the design classes in interior design must given to prospective architects to this aim as required. Drawing and design are integrated concepts and the larger proportion of the Interior Design education must be composed of applied, or drawing-based, courses. It is the project, the design courses, which are based on practice and design and express the importance of thinking. The first concept to be formed according to the subject given in design courses is the process of sketching; however, the students start to think using computers without applying the method of sketching. The first process in design is to think fast, scratch and transfer this to the paper. The primary mistake in our education system is the failure to highlight the importance of sketching process in classes. The graduates may produce unsuccessful work when they enter the sector. The reason for this is the failure to teach the students first how to think and imagine. Thinking is sometimes reflecting the non-existing in the paper using free hands. A sketch is developed into another sketch as the projects progresses, and therefore the initially designed space is not the final space but the developed form of the product to be introduced. Thus, the systematic for expression language and sketching must be thought throughout the educational life. Two methods are adopted in the education system. First one is the pencil technique applied since the past to today and the second one is the

computers supported by the technology which was advanced rapidly during 2000s. As a result, today the use of technology has been considered as choosing the easy way. The projects can now be produced in the digital medium before designing in mind or people have someone to draw it, and therefore we cannot understand whose work it is when we see something drawn using a computer. Thus, computer drawings cannot be regarded as a good method to develop a student's skill to design. The advantage of computers is that you can delete desired data again and again without having required to start the same from the scratch as the desired color, texture, impact and form can be produced in a short time. The main problem with that is first of all the inability to track the owner of the drawing and secondly the students who graduate without the skills of fast thinking and fast producing as they did not have the chance to engage in sketching. All in all, imagination comes first in design; designs that are not imagined are modified and used, and no authentic design can be introduced. From this point of view, expression techniques play a very significant role in the Interior design education. Apart from its advantages, the technology might result in problems which pose an obstacle that could hinder the development of education. Therefore, the priority must be to imagine, teach how to think and develop use of free hand. Choosing the easy way in educational life results in computer-aided products with similar quality that serve the same purpose.
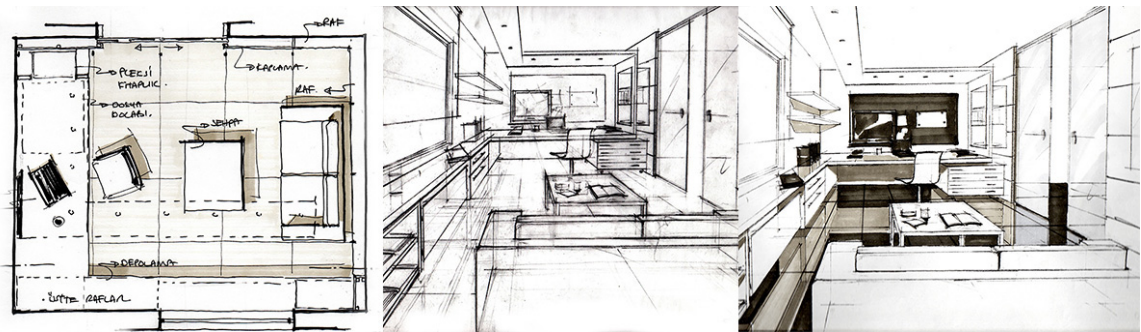

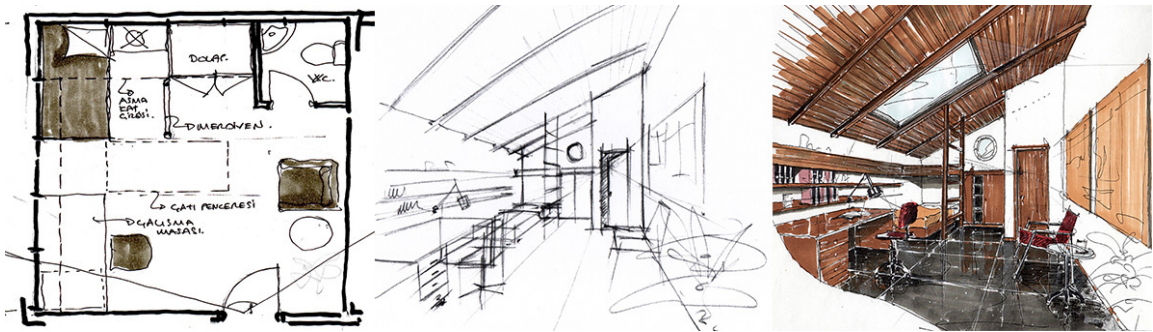Figure 1. Study Room plan, perspective, coloring, Figures by Köseoğlu

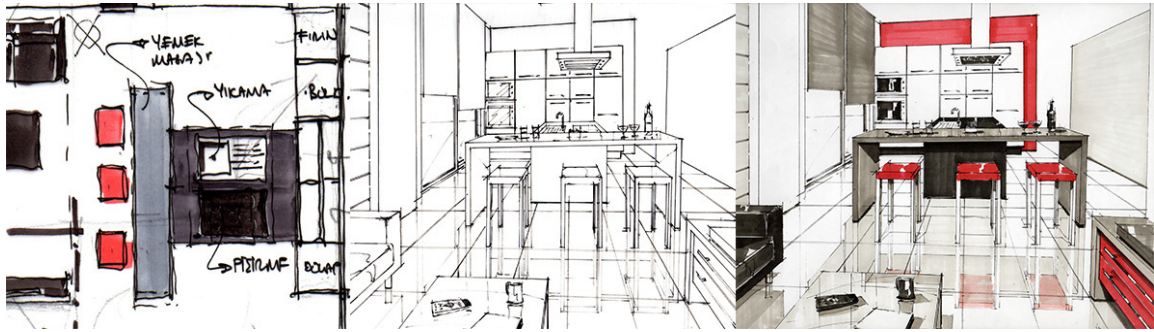Figure 2. Attic plan, perspective, coloring, Figures by Köseoğlu

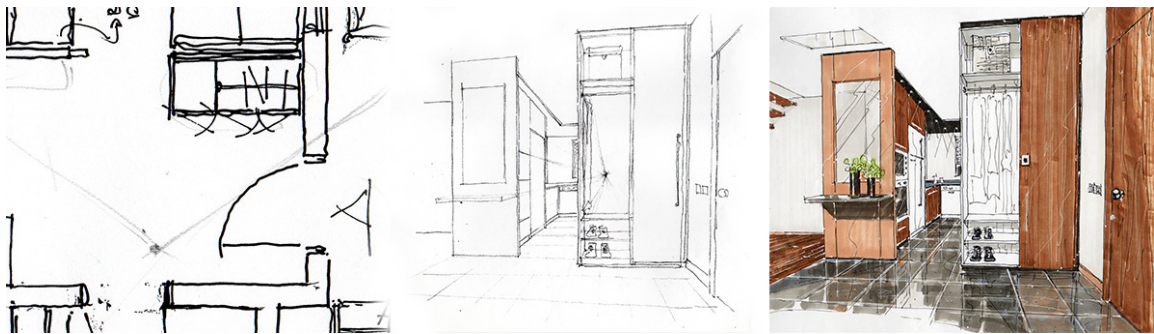Figure 3. Kitchen plan, perspective, coloring, Figures by Köseoğlu

Figure 4. Hall plan, perspective, coloring, Figures by Köseoğlu

4. Conclusion

The study examines interior design education based on "sketching and presentation" within the framework of "design" by looking into the application patterns, materials used, education, processes and results of these two methods and by providing relevant examples. In parallel, it is observed that Interior Design in Turkey evolves on a continuous basis. The continuous change in course programs has a negative impact on the course contents, resulting in an ill-established teaching method which lacks a systematic education. Expression techniques have an undeniable role in the Interior Design education which requires a combined system of art and practice. Expression technique is the most effective communication tool in the interior design practice and other visual arts. It develops the skill of thinking and transferring the thought. The sketch process becomes the most active tool for visual expression by developing the thought in a fast manner and encouraging production of different designs. Drawings formed through use of free hand or computer-aided design tools serve different purposes within the presentation stage of interior design. Although sketching is not included separately in the teaching programs as a thinking and discipline tool, it is a part of project classes. Beyond addressing to sketching as a personal skill in the interior design education, it must be covered under the education in order to teach the concept of thinking. Expression techniques must be associated particularly with the concepts of design, sketch and presentation and not be overshadowed by design by increasing the focus on these techniques.

Finally, sketch process is an important concept in design education. Sketch process is essential for the development of free hand and to teach thinking. Although the modern computer technologies which are reflected in the design process as a concept are seen as an alternative to sketch, it at least indirectly affects the design process when used alone. In other words, the technological advances do not imply positive impacts on the conceptual design process. The main method of design and designer is to reveal the non-existing and not offering the existing by

modifying it. This can be achieved by developing the sketch, or in other worlds, the thinking power. From this perspective, it can be concluded that a combination of computer-aided methods and the sketch is more practical. It is a reality that computer-aided design is more effective in perception and it is a more practical method for those who do not know how to read plans. However, the computer-aided design must not be considered alone and be supported by the sketch process first. Expression language and sketching systematic must be an essential part of educational life. Accordingly, this study emphasizes the importance and vital role of expression techniques in the interior design education by addressing to the necessity to transfer this skill to students through education from a detailed perspective.

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