Nasco education

LESSON PLAN

k to Career solutions

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DESIGN
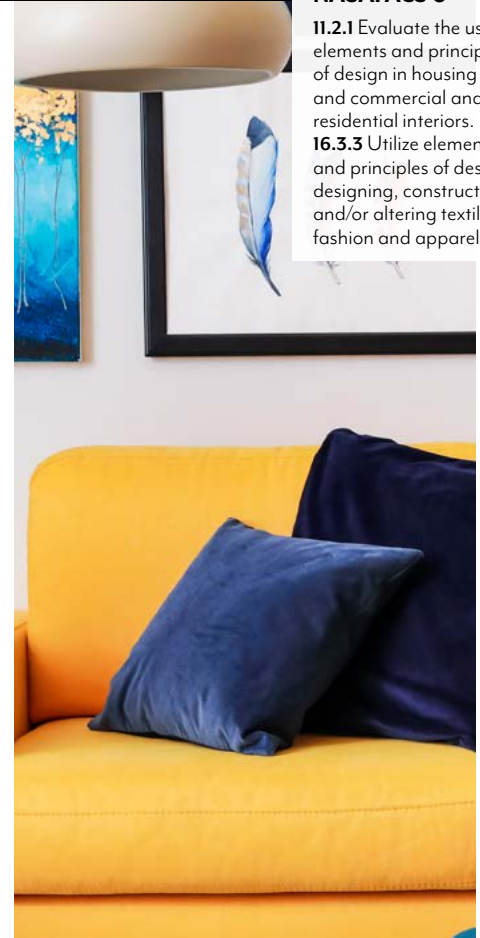
ELEMENTS AND PRINCIPLES OF DESIGN

Lesson developed with Susie Olson M.ED., Nasco Customer Success Manager, Career Readiness

NASAFACS 8

11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors. **16.3.3** Utilize elements and principles of design in designing, constructing, and/or altering textiles, fashion and apparel.

Time Required
Lesson includes 5 45-minute sessions or 2.5 80-minute sessions.

Objective
Students will utilize the elements and principles of design to create garments and interior designs that are aesthetically pleasing.

Activities and Procedures

Prior to Lesson

View DVDs if desired, print and hand out the activity pages in the Elements and Principles of Design Teaching Kit.

Focus Question:
What Makes a Design?

Lead the group in a discussion about what they believe makes a design. Post an image of a design and discuss what the students believe are the key parts of it. Conclude the discussion with students finding what they consider "good design" images from fashion and/or home decor magazines.

Step 1: Overview

Begin the lesson with a broad overview of the Elements and Principles of Design. Explain how every design is composed of both Elements and Principles in its composition.

Elements are literally the components of the design:

1. Color
2. Line
3. Shape
4. Texture

Principles are the BIG overlying ideas or rules:

1. Rhythm
2. Emphasis
3. Scale/Proportion
4. Harmony
5. Balance

We are going to examine each element separately before moving on to the principles.

COLOR

Color is produced by the way an object reflects or emits light.

LINE

A **line** is a path of a point moving through space.

SHAPE

A **shape** is an enclosed area of space created through lines or other elements of the design. **Shapes** can be geometric or organic.

TEXTURE

Texture refers to the way something feels – or the way it looks like it would feel.

RHYTHM

Rhythm refers to the movement or action which is achieved through repetition of a variety of elements.

EMPHASIS

Emphasis refers to the area of the design that dominates attention or draws interest. Designers create **emphasis** by contrasting the elements of design such as color, shape, or scale.
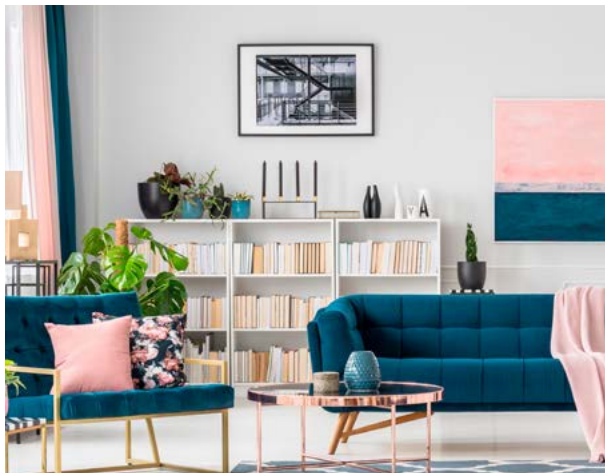

PROPORTION/SCALE

Proportion is the size relationship between the various parts of a design. Designers use **scale** to create drama, depth, and disorientation.

HARMONY

Harmony is the pleasing combination of elements to create a unified composition through repetition, simplicity, contrast, proximity, and continuity.

BALANCE

Balance refers to the distribution of visual weight in a design. Each part of the design works with other parts of the design to appear equal and harmonious in balance.

Step 2: Examine Each Element

- The first and most apparent element is COLOR.
- Define the word COLOR: Students will write the definition on the handout.
- Direct students to look at the color wheel.
- Describe the differences between cool and warm colors. Ask students to raise their images if they believe their color is cool. Ask clarifying questions.
- Define the term VALUE: The lightness or darkness of a color.
- Direct students to look at the design they have chosen in the magazine. Ask students to write a description on a sticky note using the terminology just learned of the color in their chosen design image.
- Use the supplies in the kit to have each student express color on their hand out in the designated COLOR block.
- Encourage creativity when expressing themselves, but help them to focus on just this specific element.

When the color block is complete, move on to the next element. Repeat this same procedure with each of the elements of Line, Texture, and Shape.

Step 3: Examine Each Principle

When all elements have been defined, described and annotated on sticky notes, and expressed on the handout in the designated block, move on to repeat the procedure with each of the Principles.

Note: Principles can be accomplished with any and all of the elements in combination. Show examples of the following concepts, using designs that depict single vs. multiple and/or repeated elements.

- Proportion/Scale
- Rhythm
- Balance
- Emphasis
- Harmony

Step 4: Students Create Their Own Design

After completing the "expressions" for each of the Elements and Principles, creatively combine them to create either a fashion or interior design, labeling each element and principle used.

When the exercise is complete, allow students to display and discuss their designs and include information about the particular elements and principles that were used, and what the effects of those particular elements and principles on the design.

Assessment

Use the rubric to assess student understanding.
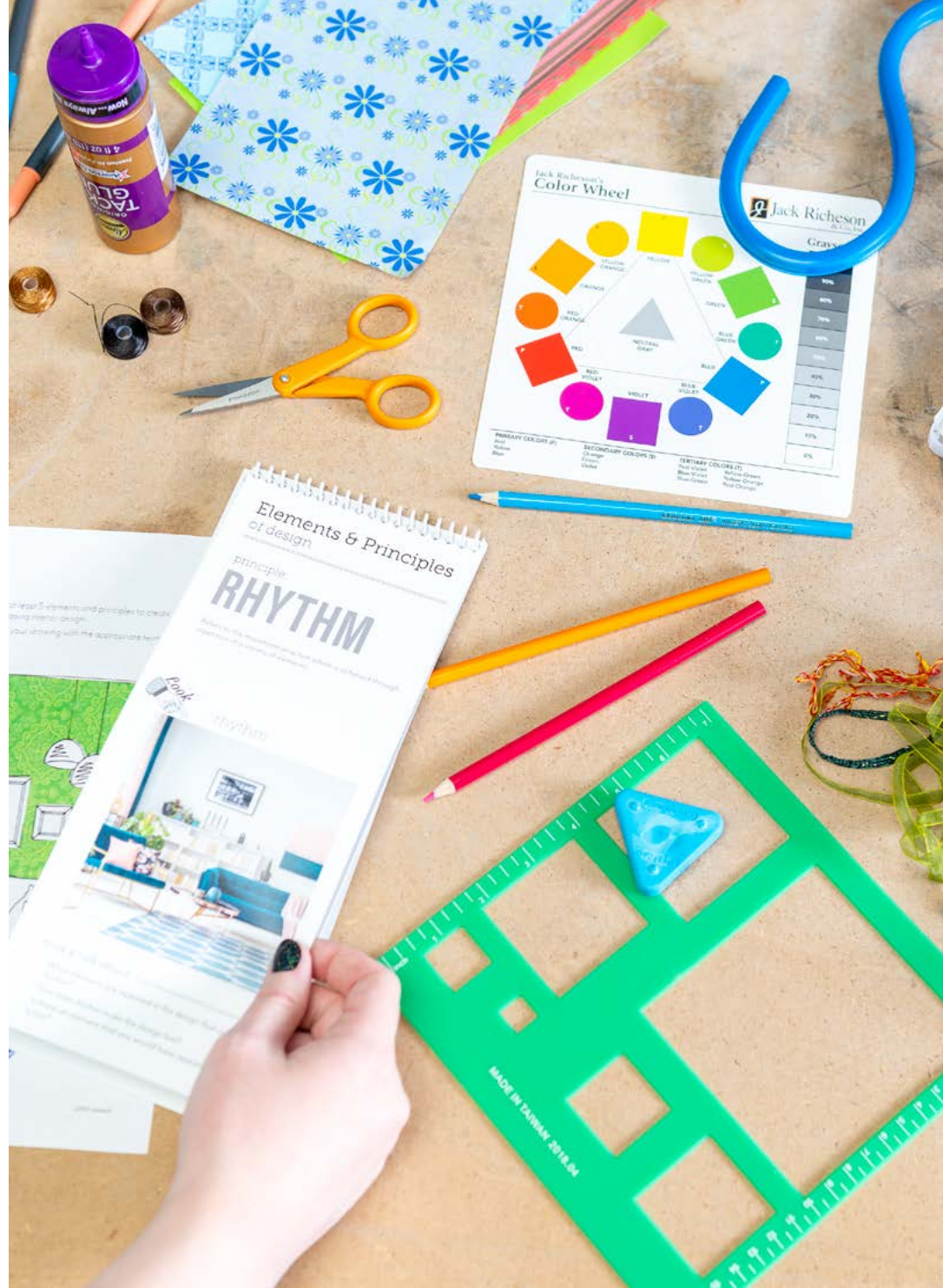
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Elements & Principles
of design

Use at least 5 elements and principles to create a pleasing interior design.
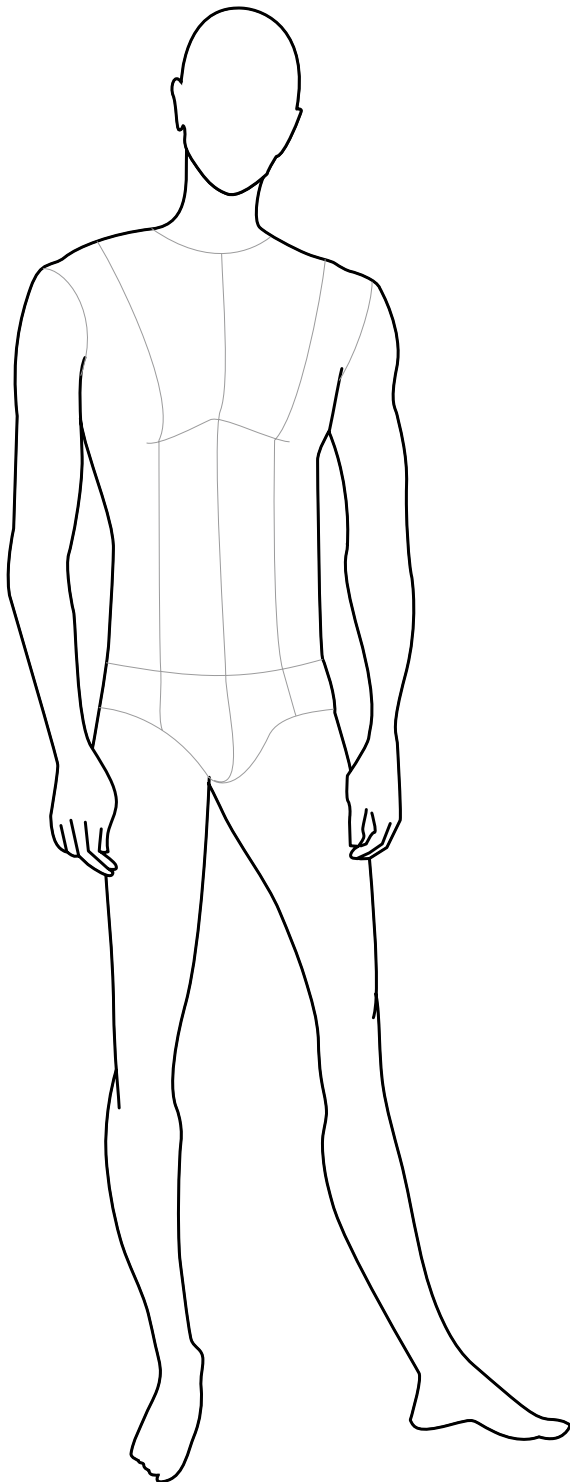
Label your drawing with the appropriate terms.

Elements & Principles
of design

Use at least 5 elements and principles to create pleasing garment designs.

Label your drawing with the appropriate terms.

Elements

definition of
line:

definition of
texture:

definition of
shape:

definition of
color:

TINT
WHITE
PURE COLOR
BLACK
SHADE

Principles

definition of
rhythm:

definition of
emphasis:

definition of
balance:

definition of
scale:

definition of
harmony:

Use and label 3 or more elements
to create a harmonious design.

Elements and Principles of Design Activity Rubric

	Proficient *11 Points*	Emerging *8 Points*	Beginning *6 Points*
Element – Line	The designer expresses the element of Line with proficiency by using a number of different line types with variety in size, shape, length, and width. Lines are labeled accurately.	The designer expresses an emerging knowledge of the element of Line. Lines are present but show a limited variety of examples.	The designer expresses beginning knowledge of the element of Line.
Element – Shape	The designer expresses the element of Shape with proficiency by using a number of different shapes with variations in size, shape, and position. Shapes are labeled correctly.	The designer expresses an emerging knowledge of the element of Shape. Shape is present, but show a limited variety of examples.	The designer expresses beginning knowledge of the element of Shape.
Element – Texture	The designer expresses the element of Texture with proficiency by using a variety of different textures varying from smooth to fluffy. Textures are labeled accurately.	The designer expresses an emerging knowledge of the element of Texture. Texture is evident but shown in a variety a limited variety of examples.	The designer expresses beginning knowledge of the element of Texture.
Element – Color	The designer expresses the element of Color with proficiency by using a variety of colors in different shades and tones. Colors are correctly labeled to specify warm or cool tones, as well as possible color scheme ideas.	The designer expresses an emerging knowledge of the element of color. Color is expressed with a limited number of examples.	The designer expresses beginning knowledge of the element of Color.
Principle – Balance	The designer expresses the principle of Balance with proficiency by using a variety of elements to create either formal or informal balance. Elements are labeled accurately.	The designer expresses an emerging knowledge of the principle of Balance. Balance is loosely expressed but could improve with a few adjustments.	The designer expresses beginning knowledge of the principle of Balance.
Principle – Rhythm	The designer expresses the principle of Rhythm with proficiency by using numerous elements to create repetition in the design. Elements are labeled correctly.	The designer expresses an emerging knowledge of the principle of rhythm. Rhythm is loosely represented but could improve with a few adjustments.	The designer expresses beginning knowledge of the principle of Rhythm
Principle – Proportion/Scale	The designer expresses the principle of Proportion/Scale with proficiency by using a variety of elements to create proportion/scale in their design. Elements are labeled properly.	The designer expresses an emerging knowledge of the principle of Proportion/Scale. Proportion/Scale is loosely represented and could improve with a few adjustments.	The designer expresses beginning knowledge of the principle of Proportion/Scale.
Principle – Emphasis	The designer expresses the principle of Emphasis with proficiency by creating clear and concise visual focal point in their design. Elements are labeled correctly.	The designer expresses an emerging knowledge of the principle of Emphasis. Emphasis is loosely represented and could improve with a few adjustments.	The designer expresses beginning knowledge of the principle of Emphasis.
Principle – Harmony	The designer expresses the principle of Harmony with proficiency by merging a number of elements in order to create a design that feels harmonious. Elements are accurately labeled.	The designer expresses an emerging knowledge of the principle of Harmony. Harmony is loosely represented and could improve with a few adjustments.	The designer expresses beginning knowledge of the principle of Harmony.