**Lesson Plan**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Principles of AAVTC</th>
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<tbody>
<tr>
<td>Session Title:</td>
<td>Principles of Design</td>
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**Lesson Duration:** One 90-minute class period

1. Cover the principles of design.
2. Gather images of each of the principles of design leading into class discussion and assessment of collected images.

[Lesson length is subjective and will vary from instructor to instructor]

**Performance Objective:**
Upon completion of this lesson, the student will be able to classify and evaluate the principles of design in print media, art, and the environment.

**Specific Objectives:**
1. Identify the principles of design.
2. Describe the characteristics of proportion.
3. Describe the characteristics of unity & variety.
4. Describe the characteristics of balance.
5. Describe the characteristics of emphasis.
6. Describe the characteristics of rhythm.

**Preparation**

**TEKS Correlations:**

130.82(C)

1. The student applies English Language arts in Arts, Audio/Video Technology, and Communications cluster projects. The student is expected to:
   (A) demonstrate use of content, technical concepts, and vocabulary.

2. The student applies professional communications strategies. The student is expected to:
   (E) apply active listening skills to obtain and clarify information.

11. The student develops a basic understanding of the Arts, Audio/Video Technology, and Communications cluster. The student is expected to:
   (B) develop an understanding of the elements and principles of art.

**Instructor/Trainer**

**Instructional Aids:**
2. Principles of Design Handout (one per student)
3. Principles of Design Quiz/Key
4. Toy Kaleidoscopes (Optional)
5. Magazines/Newspapers

**Materials Needed:**
1. Large sheet of paper such as bulletin board paper or blank chart paper.
2. Markers in various colors or other mark-making media
Equipment Needed:
  1. Projection system to display computer-aided presentation.

Learner

Materials Needed:
  1. Magazines, newspapers, or Internet resources
  2. Scissors and glue sticks

Introduction

MI Introduction (LSI Quadrant I):

DO: Create an imaginary composition. Lead students through creating an imaginary composition.

Note: If you or your students are uncomfortable with an imaginary exercise, you can use toy kaleidoscopes or use online videos of kaleidoscopes or moving mandalas. *Please be sure to screen videos and comments for references to inappropriate topics.

SAY: Close your eyes and imagine that you are looking into a kaleidoscope. As you turn your kaleidoscope take note of the colors and shapes that are created and the effect that light has on the picture that you are seeing. Note how the colors, lines, shapes, textures, and values change each time you turn the barrel of the kaleidoscope. Now, find a picture that you enjoy viewing and hold your kaleidoscope still. Think about the elements of art that you learned yesterday and identify each of those elements in the picture that you are viewing. Think about how each of these individual elements are working together to make a bigger picture. This bigger picture made up of small, individual parts is referred to as the composition. You can now open your eyes.

Introduce the principles of design and talk about which ones were present in your imaginary composition.

Outline

MI Outline (LSI Quadrant II): Instructor Notes:

1. Identify the principles of design.
   A. Proportion
   B. Unity and variety
   C. Balance
   D. Emphasis
   E. Rhythm

Introduce each of the five principles and gauge students’ background knowledge through class discussion.
2. Describe the characteristics of proportion.
   A. Scale
   B. Relationship of parts to the whole

Look for resources in print and the environment to clarify the various ways in which scale is used.

3. Describe the characteristics of unity and variety.
   A. Unity
      1. Coherence of the whole
      2. Pattern
   B. Variety
      1. Use of several different elements with some common meaning or style to guide the eye through the composition

Look for resources in print and the environment to clarify the various ways in which unity & variety are used.

   Note: While unity & variety can each stand on their own, they are always present together in effective design.

4. Describe the characteristics of balance.
   A. Symmetrical balance
      1. Also called formal balance
      2. Bilateral symmetry
   B. Asymmetrical Balance
      1. Also called informal balance
   C. Approximate symmetry
   D. Radial symmetry

As students look for examples of balance have them give specific balance classifications, i.e., symmetrical or formal, bilateral, asymmetrical or informal, approximate, radial

5. Describe the characteristics of emphasis.
   A. The point of focus
   B. Can be created through
      1. Repetition
      2. Contrast

Look for resources in print and the environment to clarify the various ways in which emphasis is used.

6. Describe the characteristics of rhythm.
   A. Linear rhythm
   B. Repetition
   C. Alternation
      1. Short/long
      2. Fat/thin
      3. Round/square
      4. Dark/light
   D. Gradation

Look for resources in print and the environment to clarify the various ways in which rhythm is used.
## Application

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<tr>
<th>MI</th>
<th>Guided Practice (LSI Quadrant III):</th>
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| ![Eyes](image1.png) ![Book](image2.png) ![Hand](image3.png) | Teacher will go over the computer-aided presentation with the class. During the presentation, engage students in the discussion and have them help identify how the principles of design are used in print or the classroom environment.  
**Note:** Many examples of the principles of design are available in magazine, newspapers, on the Internet, and the surrounding environment. |

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<tr>
<th>MI</th>
<th>Independent Practice (LSI Quadrant III):</th>
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<tr>
<td><img src="image1.png" alt="Eyes" /> <img src="image2.png" alt="Book" /> <img src="image3.png" alt="Hand" /></td>
<td>Students will be given a blank Principles of Design handout. The students will define each of the five principles of design in the space provided. Students will then use magazines, newspapers, or online resources to collect and categorize images of each of the principles of design in the space provided. The principles of design are more abstract than the elements of art, so students may need more feedback while working on their Independent Practice. Make sure students are prepared to share their findings with the class.</td>
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## Summary

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<thead>
<tr>
<th>MI</th>
<th>Review (LSI Quadrants I and IV):</th>
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| ![Eyes](image1.png) ![Book](image2.png) ![Hand](image3.png) | Review the principles of design before students begin working on the Principles of Design handout during independent practice. Be available during Independent Practice to clarify any questions that students may encounter.  
If there is class time remaining, have students use their Principles of Design handouts, complete with definitions and examples, to study their new vocabulary words. Working independently or in pairs, students will use their completed handouts to study vocabulary terms in preparation for the quiz.  
Students will apply these terms in the future as they create projects for future AATVC cluster courses.  
**Note:** Refer to the Teaching Vocabulary Terms and Phrases best practice [http://www.cte.unt.edu/architecture/bestpractices.html](http://www.cte.unt.edu/architecture/bestpractices.html) for information on how to best teach vocabulary in the classroom. |
### Evaluation

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<th>MI</th>
<th>Informal Assessment (LSI Quadrant III):</th>
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<td>![Student with a notebook]</td>
<td>While students are collecting and categorizing their Principles of Design handout, they should discuss their findings with other students and the instructor. The instructor should redirect or reteach concepts as necessary based on discussions.</td>
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<tr>
<th>MI</th>
<th>Formal Assessment (LSI Quadrant III, IV):</th>
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<tr>
<td>![Teacher with a quiz]</td>
<td>• The teacher will assess understanding of objective concepts using the attached handout completed by students and during class discussion. Students will present their examples of the principles of design during class discussion (whole class or small groups).</td>
</tr>
<tr>
<td>![Teacher with a quiz]</td>
<td>• The teacher will assess understanding of objective concepts using the attached quiz.</td>
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### Extension

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<tr>
<th>MI</th>
<th>Extension/Enrichment (LSI Quadrant IV):</th>
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<tr>
<td>![Student with a notebook]</td>
<td>• Students can research the principles of design on the Internet or in books.</td>
</tr>
<tr>
<td>![Student thinking]</td>
<td>• Students will apply the principles of design to future projects in AATVC cluster courses.</td>
</tr>
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</table>
Name __________________________

Principles of Design Quiz

Choose the correct answer for each item. Circle your choice.

1. The distribution of the visual weight of the elements of art:
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

2. ________________ is created when one or more of the elements of art are used repeatedly to create a feeling of organized movement.
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

3. The relationship that exists between objects, or parts, of a whole:
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

4. The point of focus in a composition that most strongly attracts the viewer’s attention:
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

5. _______________ and _______________ are the two principles of design that are always used together in successful compositions.
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

Fill in the blank with the correct answer.

6. Symmetrical balance is also called ____________________________ balance.

7. Asymmetrical balance is also called ____________________________ balance.

8. ________________ occurs when an element repeats itself in various parts of a composition.
Principles of Design Quiz – KEY

Choose the correct answer for each item. Circle your choice.

1. The distribution of the visual weight of the elements of art in a composition:
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

2. ________________ is created when one or more of the elements of art are used repeatedly to create a feeling of organized movement.
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

3. The relationship that exists between objects, or parts, of a whole:
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

4. The point of focus in a composition that most strongly attracts the viewer’s attention:
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

5. ___________ and ___________ are the two principles of design that are always used together in successful compositions.
   a. Proportion
   b. Unity
   c. Variety
   d. Balance
   e. Emphasis
   f. Rhythm

Fill in the blank with the correct answer.

6. Symmetrical balance is also called **formal** balance.

7. Asymmetrical balance is also called **informal** balance.

8. **Repetition** occurs when an element repeats itself in various parts of a composition.
Principles of Design

Define each of the five principles of design in the space provided. Collect examples of each of the principles of design from online and/or print resources and categorize them into the appropriate boxes. Be prepared to share your findings with the class.

**Proportion**

________________________________________________________
________________________________________________________
________________________________________________________

**Unity & Variety**

________________________________________________________
________________________________________________________