

**Lesson Plan Title: Principles of Design****Author: Aileen Zeigler****Date: July 10, 2020****Description:** In this design lesson, students will compare and assess the different principles of design.**Learning Outcomes:** Students will examine principles of design as they appear in art and theatrical works. They will assess the impact of these principles on the intended performance.**Grade Levels:** 6-8**2014 National Core Theatre Standards:**

TH:Re9.1.6.a. Use supporting evidence and criteria to evaluate drama/theatre work.

TH:Re9.1.7.b. Consider the aesthetics of the production elements in a drama/theatre work.

TH:Re9.1.8.b. Apply the production elements used in a drama/theatre work to assess aesthetic choices.

**Time to Teach:** 3 - 50 minute class periods**Materials Required for Instruction:**

images or access to a computer with internet access to search image databases

**Opening:**

Share several images of set designs from productions of interest to the students. Ask them to identify how the designer used color, line, shape, and form.

### **Instructional Procedures:**

1. Introduce or remind students of the elements and principles of design. I use a combination of a handout with descriptions such as the ABCS of art by M.C.McGillis and a slide show with images. Ask students to identify the elements in the images.

Elements of Design: Line, shape, form, color, Space, texture, value

2. Then shift to the principles of design. We identify each principle in an image and breakdown what elements are used to demonstrate those principles.

Principles of Design: symmetrical balance, asymmetrical balance, emphasis by contrast, emphasis by isolation, emphasis by placement, rhythm, movement, harmony, unity, contrast

3. Once students have a basic understanding of the 10 principles of design they are to create a slideshow or image notebook to demonstrate this understanding.
  - a. For each principle include
    - i. A definition.
    - ii. 2 Photo/art examples
    - iii. A defense as to why this image represents the principle. A defense should be 2-3 sentences
    - iv. Explanation of the elements of design seen in the photo
    - v. Other concepts this photo could represent
4. Encourage students to use more than a simple google image search for the principle of design terms. Sometimes choosing a theme can push students to search more and choose images themselves. pixabay.com could be a good image search option
5. Students share their slides with the class
6. Create an additional slideshow using images from stage productions and label the principles of design seen in the set, staging etc. For each image include
  - a. A defense as to why this image represents the principle. A defense should be 2-3 sentences
  - b. Explanation of the elements of design seen in the photo
  - c. Other concepts this photo could represent

### **Assessment:**

Checklist for slides/notebook

- \_\_\_ 20 principle of design images
- \_\_\_ Defense included on each image
- \_\_\_ Elements of design labeled

### Checklist for presentation

I will speak clearly and enunciate

I will speak at a loud enough volume to be heard by the entire audience

I will stand with confidence and keep my feet still

I will describe my slides rather than read the text

### Closing:

A discussion of the power of the principles of design in telling stories on stage. identify and describe the choices made in theatre productions.

### **Please use the space below for suggestions for any adaptations or accommodations for inclusion of special needs learners.**

A student could present all of the necessary information in an oral format rather than written.

A student that has a visual impairment could identify the principles of design in audio files, perhaps using soundtracks from musicals or radio plays.

### **Please use the space below to list any other specific resources for multi-cultural inclusions.**

I encourage using images and art from all different cultural backgrounds.

### Works Cited:

[https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/weather\\_conditions\\_elements\\_of\\_art\\_and\\_design.ashx](https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/weather_conditions_elements_of_art_and_design.ashx)

<http://www.awesomeartists.com/ART/main.htm>

[http://www.awesomeartists.com/ART/AWESOMEARTISTS\\_PDFs\\_ETC/ABCsOfART\\_BOOKLET\\_B&W\\_ElementsAndPrinciplesOfDesign\\_2015.pdf](http://www.awesomeartists.com/ART/AWESOMEARTISTS_PDFs_ETC/ABCsOfART_BOOKLET_B&W_ElementsAndPrinciplesOfDesign_2015.pdf)

[http://mannpts.org/Doc/Art/10.%20ABC\\_s%20of%20Art.pdf](http://mannpts.org/Doc/Art/10.%20ABC_s%20of%20Art.pdf)

### Additional Tools & Resources:

[www.pixabay.com](http://www.pixabay.com)