

LESSON PLAN – ELEMENTS AND PRINCIPLES OF DESIGN

GENERAL INFORMATION

Lesson Title & Subject(s): *Elements and Principles of Design*

Topic or Unit of Study: *Elements and Principles of Design*

Grade/Level: *College*

Lesson Objective(s):

SWBAT: take notes about the elements of design using cards they will be given for each element.

SWBAT: take notes about the elements of design from a PowerPoint instruction they will be reviewing together as groups and from other students' instructional presentations.

SWBAT: teach their home base groups about the principle they were assigned to learned about in their home base groups.

SWBAT: write a list of all the elements and principles they identify in 2 room photos and how they were used.

SWBAT: state in writing the overall mood the elements and principles create together within each picture.

Understandings:

1. Pupils will understand that all the elements and principles are used to create an overall mood or atmosphere within a space.
2. Learners will understand that the elements and principles work together to create these feelings; that the elements are the tools and the principles are the rules for effectively establishing that atmosphere.

Instructional Materials:

- *Elements Cards*
- *Picture Analysis Cards*
- *El + Pr. note papers*
- *PPT Principles of Design*

Resources:

- AI was not used in any way to design this lesson
- All photos used in this lesson were from the pro version of Canva

Instructional Methods:

- Cooperative Learning
- BYU Learning Model
- Interactive/Hands-On
- Understanding by Design

INSTRUCTIONAL PLAN

Prepare:

- Students will have been introduced to this topic by completing the NotebookLM assignment prior to class.

5 min-Introduce Lesson Activities

- I will state to the pupils that they today will be learning about the elements and principles of design.
- I will explain that, first, they will be doing an activity called a “**Sitting Card Walk**”, then they will be doing a cooperative learning activity called a “**Jig Saw**” and last, they will be participating in a “**Walking Gallery Walk**”.
- Next, I will inform them that I will be collecting all the notes that they will be taking and the analysis they will be completing and will use those for their attendance grades for class.
- Throughout the lesson, we will be trying to answer these essential questions:
 - How do the elements and principles create certain types of feelings or moods?
 - What are their roles in interior design?
 - How do they work together to create a feeling or mood?

Teach:

- Students will teach one another through the following activities by sharing their thoughts with one another and by instructing each other about what they have learned.

35 min – Sitting Card Walk

Instructions:

- Let students know we will now start the “Sitting Card Walk “
- Tell them that during this activity they will be learning about the elements of design-explain the definition:

- **Definition: The elements are the basic building blocks of design (tools)**
- Explain that they will be working as groups and divide them up into those.
- Tell the students each group will begin with at least one card per group, some will have more than that.
- The cards will include the information they need to know about each element of design and that each will have a front and back.
- Inform them that every student will receive a worksheet to take detailed notes, which they will use to complete the picture analysis for the “Walking Gallery Walk” activity.
 - Tell them every student needs to individually complete the notes.
- When they are finished with each card they need to pass it to the next group.
- As the cards get completed, they may need to go around and trade with other groups for specific ones that they need.
- Let students know that there are discussion questions on the backs of some of the cards that they will need to talk about in their groups as well.

Note: If the groups get congested and the cards aren’t being passed around fast enough, I can go around and verbally give the notes from the cards to speed things up.

- Once the activity is done, we will review this essential question and discuss them as a class:
 - How do the elements of design create certain types of feelings or moods?

25 min – Jig Saw (Expert Groups)

- Next, inform students that we will now be moving on to the jigsaw activity where they will be learning about the principles of design and tell them what the definition is:
 - **Definition: The principles are the rules for how we use the elements**
- I will tell them I will first be dividing them into their **expert groups** by giving them each a number 1-6 and I will complete this action.
- After they are divided into their groups, I will give each one of the following principles that they are supposed to research.
 - **6 Groups:**
 - 1: Harmony
 - 2: Emphasis
 - 3: Contrast
 - 4: Rhythm
 - 5: Balance
 - 6: Proportion + Scale
- Inform learners they will use a PowerPoint on Canvas called Principles of Design.
- Let them know, they will read through their principles’ slides together and take notes using the handout I will give them.
- Explain that every student will individually complete the notes.

15-25 min – Jig Saw (Home Base Groups)

- Inform students we're going to move on to their **home base groups** now, where they will teach what they learned to their expert groups.
- Assign each student within the expert groups a letter A-C.

Note: some of the home based groups may have duplicates if there are four students, if that is the case, they will have two pupils assigned with the letter C and they can team teach to their home based groups.

- Let students know that those who are not teaching need to be following along on the PPT slides and should be taking notes while those who are teaching need to be aware and give the other learners time to take notes.
- Tell learners they also need to discuss questions on the slides with their groups
- Review this essential question together
 - How do the principles create certain types of feelings or moods?

20 min - Walking Card Walk

- Inform pupils that we're now moving on to the "Walking Gallery Walk"

Instructions:

- Tell students that they will choose a partner and they will analyze 2 of the cards that are posted around the room
- For each picture, they must include
 - A list of all elements and principles they identify in the photos
 - Say how each was used
 - Describe how they, together, make the space feel overall
 - They will write on back of one of their note papers they used previously and must include:
 - Both student's names
 - Which pictures they analyzed
 - Let them know they only need one paper for both students

Note: I need to write numbers on each of the pictures.

Ponder and Prove:

Pupils will internalize the information by completing the previous activities through note taking and analysis as well as discussing the essential questions.

Whole Class Discussion:

- Have learners talk about the last two essential questions:
 - What are their roles of the elements and principles in interior design?
 - How do they work together to create a feeling or mood?

Collect Papers

- I will gather all the pupil's notes and analyses

Differentiated Instruction Accommodations:

No students within this class needed any accommodations. If they were needed later, ideas for this would be to make sure the lower-level students are paired with higher-level ones. I could also give them partially completed note papers.

Student Assessment:**Formative Assessment:**

During the class, I will monitor student knowledge and understanding by their answers to the essential questions. I will also move around the room while they are teaching to ensure they are instructing their groups correctly about each principle. In this way, I can give any just-in-time corrections needed.

Summative Assessment:

I will look at student's notes and analyses to ensure the pupils met the objectives. I will know if the learning objectives have been met if:

- *Pupils have taken detailed notes about the elements of design from the cards they were given for each element.*
- *Learners have taken detailed notes about the principles of design from the PowerPoint they reviewed as groups and from other students' instructional presentations.*
- *Students have written a complete list of all the elements and principles they identified in 2 room photos and how these were used.*
- *Pupils have stated in writing the overall mood the elements and principles have created together within each picture.*