

# Lesson Plan Title: Intro. to Principles of Design & Balance

Required Time: 2 to 3 45-minute periods OR 1½ to 2 90-minute periods

Class: Fashion Strategies

Teacher: Becky Parkinson

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| Objectives:   | Preparation/Supplies Needed:  |
| Students will understand the relationship between the elements and principles of design.<br>Students will create two portfolio pages demonstrating their understanding of the Principle of Design: Balance. | Copies: dot-to-dot (copy the same sheet back to back on one sheet), balance rubric<br>A PowerPoint set up |

| Time:      | Activities/Concepts   |
|------------|---|
| 5 min.     | <p><u>Dot-to-Dot Activity</u></p> <p>Pass out the dot-to-dot sheet for each student. Tell the students you will give them 1½ minutes to try this activity on one side.</p> <p>Directions: start at the #1 and draw a line to 2, 3, 4... and so forth. See how high you can get. Tell the students go and then stop at 1½ minutes.</p> <p>Ask the students how high they were able to get; verbalize the top number in the class.</p> <p>Ask them if they noticed any patterns in this?</p> <p>Now tell the students the following: There are a few rules with this dot-to-dot to help you do better. 1. All the odd numbers are on the left side of the page; the even numbers are on the right. 2. The numbers go in a zigzag pattern (left to right), going down the page, back up and back down.</p> <p>Tell them you will give them another 1½ minutes to see how well they do. Verbalize the difference in numbers; it should be significant.</p> <p>(You may want to let them finish the dot-to-dot or have them hand in the papers because they tend to want to finish the activity while you are trying to move onto the next thing.)</p> <p>Questions to ask:<br/>           “Why was there a difference in the number you were able to reach the first time and the second time?”<br/>           “How did it help to know the rules of the game?”</p> |
| 5 min.     | <p><u>Learning Connection (Elements and Principles):</u></p> <p>The numbers on the page are like the elements of design. They are the tools we have to change and manipulate. We have learned about several of these tools. What are the tools or elements of design? The students will list: line, color, texture, shape/form, and pattern.</p> <p>Now that we have those elements out there, we need rules that show us how to use them. The rules are referred to as the principles of design. How would it make it easier to have rules about using the elements of design?</p>   |
| 15-25 min. | <p><u>PowerPoint Presentation:</u></p> <p>Show slides 1 and 2 reviewing the role of the elements and principles of design. Slide 3 shows the relationship of the elements and principles of design.</p> <p>“If used well, the principles show how to use the elements of design to create harmony in a given piece of art work or a fashion piece.”</p> <p>“We will start with the first principle of design mentioned: Balance.”</p> <p>Ask questions from slide 5 to get an image of balance in their minds to relate to the art principle of balance.</p> <p>Use slides 5-11 to explain the properties of balance and emphasize how the principle of balance shows how to manipulate the elements of design in a design.</p>   |

50-70 min.

Portfolio Assignment: (slides 12-14)

Use slides to discuss requirements of the portfolio assignment and to critique the portfolio assignments that are shown.

Pass out the rubric for students to use as they create their portfolio pages.

Allow time for the students to finish their work in class and at home. Set a due date.