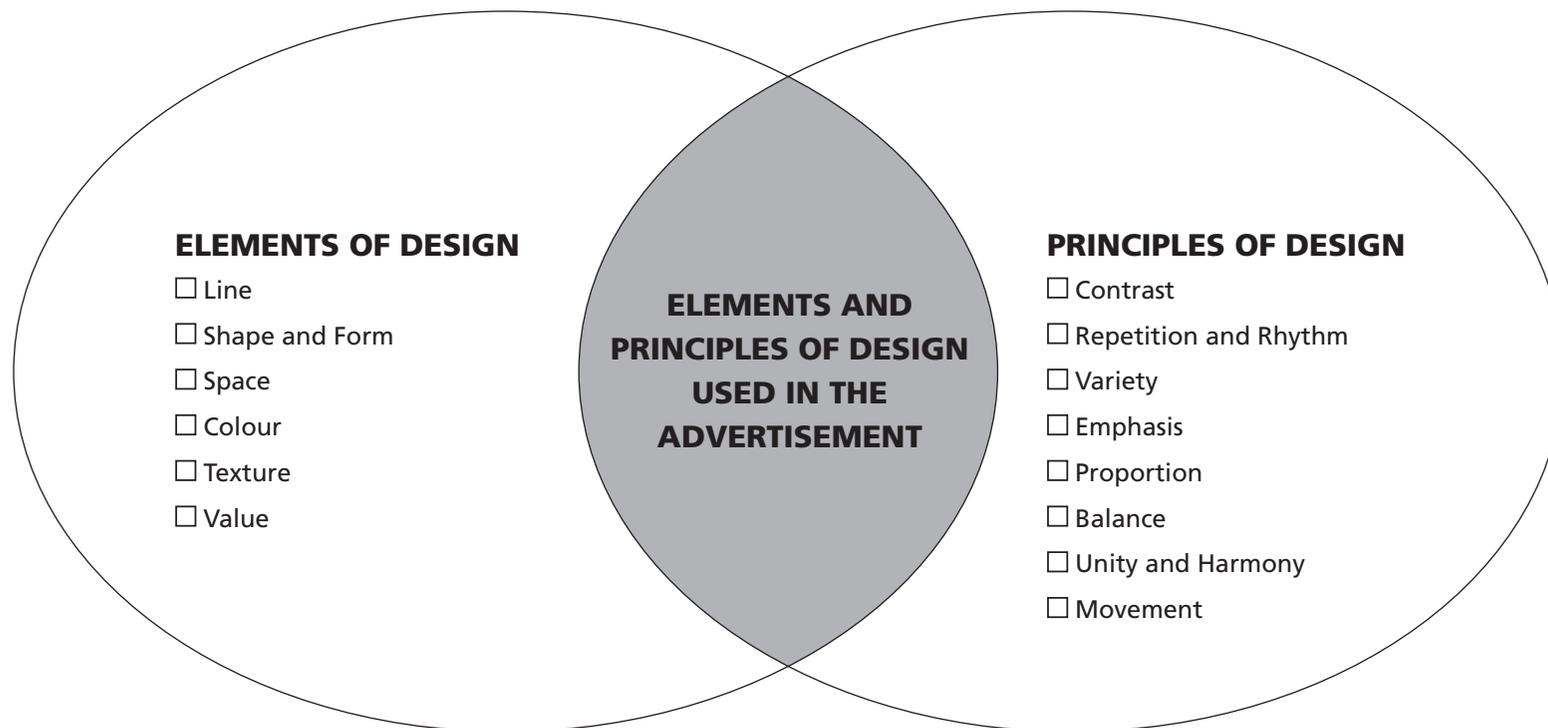


ELEMENTS AND PRINCIPLES OF DESIGN

Groups:

1. Select an advertisement.
2. Examine the advertisement to find examples of a few elements and principles of design that you are familiar with.
3. Discuss how the elements and principles:
 - Are used in the advertisement
 - Contribute to the effectiveness of the advertisement
4. Share a summary of your discussion with the class



ELEMENTS OF DESIGN DEFINITIONS

Definition	Illustration	Example
<p>Line—The visual path left by a moving point. Differences in the type, orientation, and/or quality of lines can be used to suggest a variety of ideas, states, or moods (e.g., vertical, horizontal, diagonal, straight, curved, thick, thin, faint, bold). Sometimes lines are implied or suggested by the way elements have been combined.</p>		
<p>Shape and Form Shape—2D—The external form or outline of an image produced by the use of line, value, colour, and/or texture. Or Form—3D—The compositional style, design, and arrangement of the visual elements within a product or work of art—the physical shape and dimensions of an object within the artwork.</p>		
<p>Space—The area around, within or between images or elements. The appearance of space can be created in various ways. Positive space is represented by a highlight or an object and negative space is open or shaded.</p>		
<p>Colour—Four characteristics of colour are hue (name), value (lightness or darkness), intensity (amount of pigment), and temperature (warm and cool).</p>		
<p>Texture—The feel, appearance, thickness, or stickiness of a surface or substance. Graphic artists can trick the eye into seeing three-dimensional materials on a two-dimensional surface (illusory texture).</p>		
<p>Value—The lightness or darkness of a colour or the gradual changes from light to dark even if colour is absent. Value can be used to create contrast.</p>		



PRINCIPLES OF DESIGN DEFINITIONS

Definition	Illustration	Example
<p>Contrast—The combination of different elements of design (e.g., red and green, rough and smooth, dark and white) to highlight their differences and/or create balance, visual interest, or a focal point.</p>		
<p>Repetition and Rhythm Repetition—The repeated use of similar elements and visual effects. This may produce the dominance of a visual idea, a feeling of unity, a pattern. Rhythm—The use of recurring elements to direct the movement of the viewer’s eye through the product or art work and give a sense of unity to the composition. Rhythms are random, regular, alternating, progressive, and flowing.</p>		
<p>Variety—The quality of being diverse or incorporating a number of different or contrasting elements. Variety may be achieved by opposing, changing, elaborating, or contrasting the elements of design.</p>		
<p>Emphasis—Special attention or importance given to one part or element in a work of art (e.g., a shape of darker value in a light composition). Emphasis can be achieved through placement, contrast, colour, size, and repetition, among other means.</p>		
<p>Proportion—The relationship between objects with respect to size, number, and so on, including the relation between parts of a whole.</p>		
<p>Balance—A feeling of balance results when the elements of design are arranged symmetrically or asymmetrically to create the impression of equality in weight or importance or harmony of design and proportion.</p>		
<p>Unity and Harmony Unity—The arrangement of elements to give the viewer the feeling that all the parts of the piece form a coherent whole. Harmony—The combination of elements so as to highlight their similarities and produce a unified composition.</p>		
<p>Movement—The path along which the viewer’s eyes move usually to an area of emphasis or focus.</p>		



STEPS IN THE DESIGN PROCESS

Place each of the seven steps below in the appropriate sequence in the boxes in the Steps in the Design Process chart.

▶ Test and evaluate the solution

▶ Reflect and report on the process

▶ Build a prototype

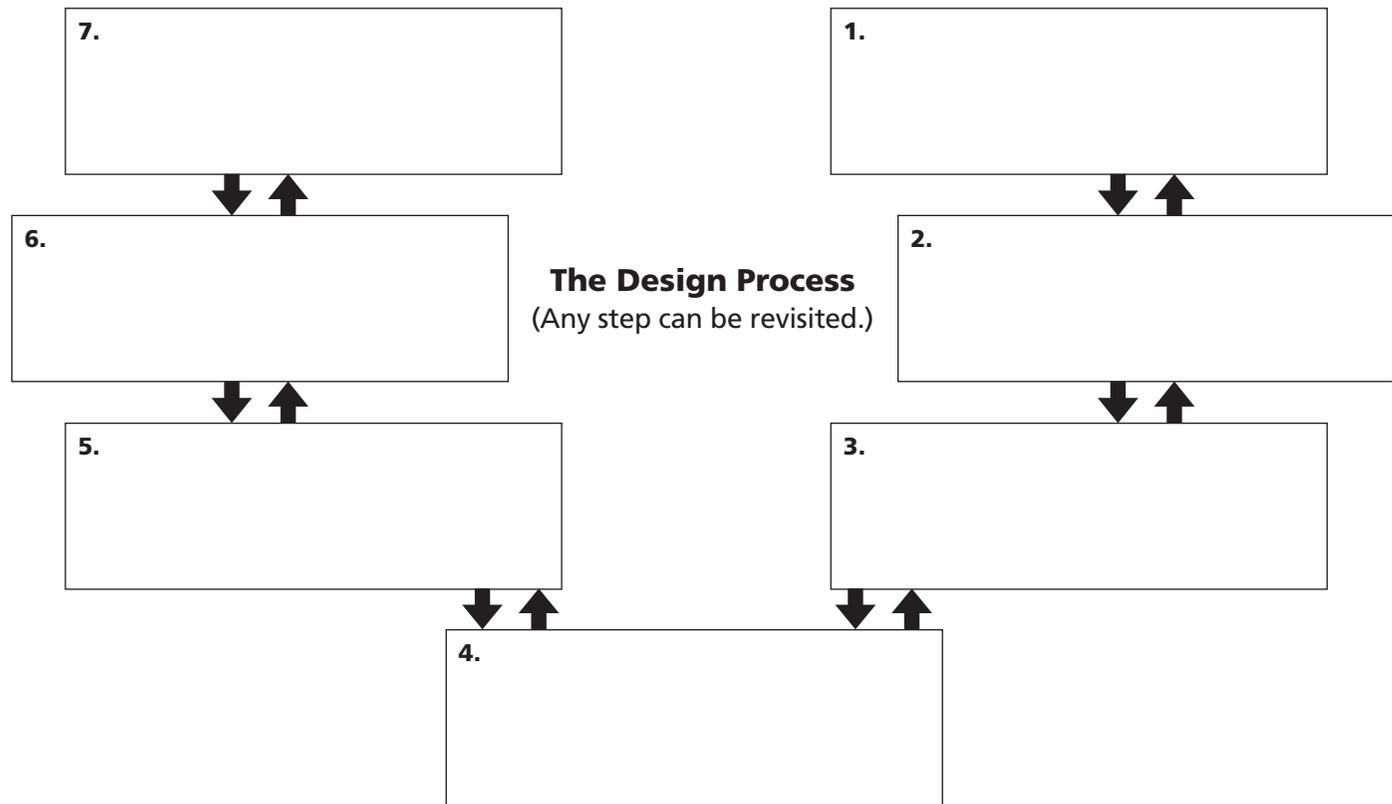
▶ Conduct research

▶ Generate ideas

▶ Define the problem

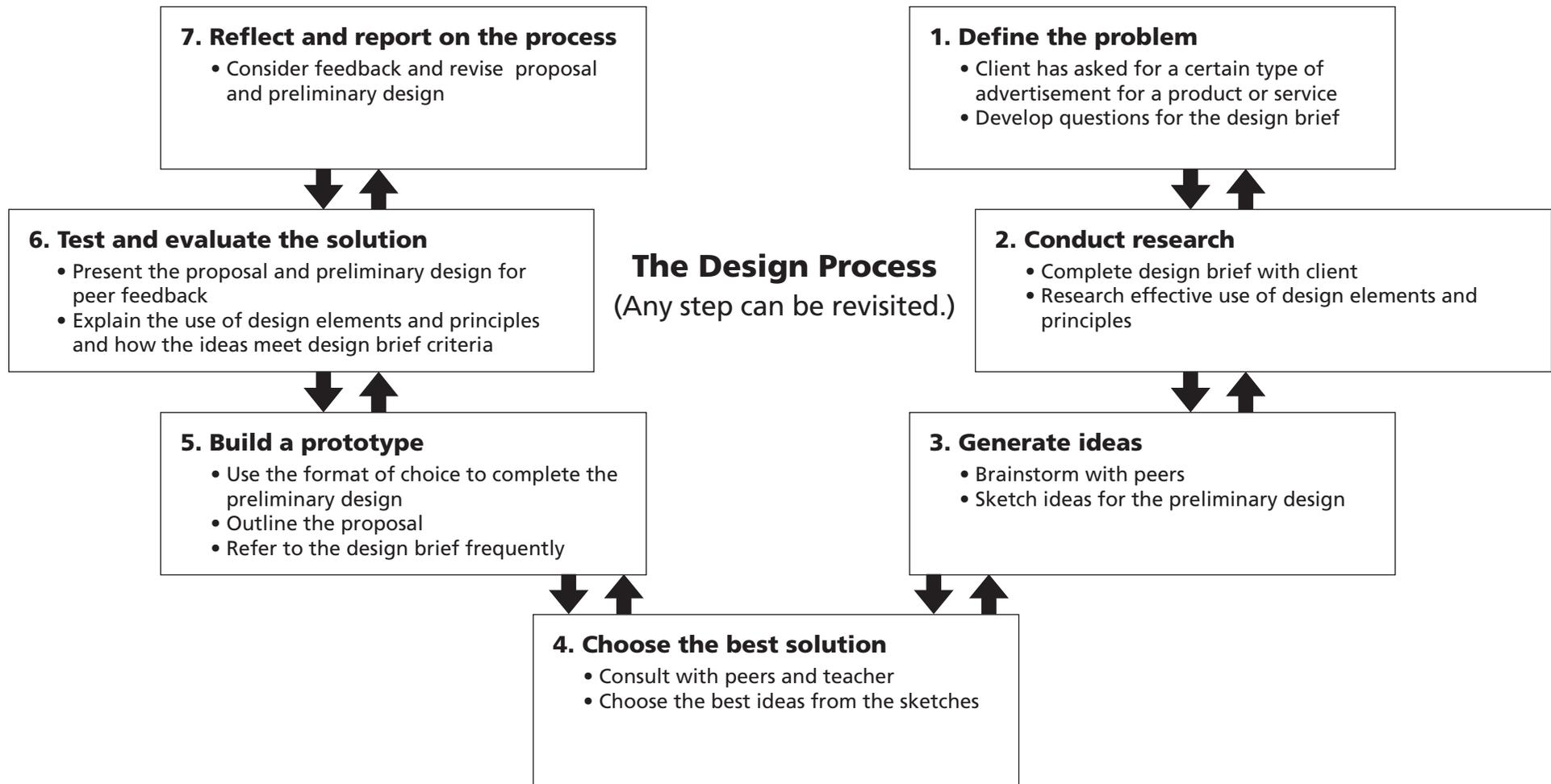
▶ Choose the best solution

Steps in the Design Process—Designing Walls



STEPS IN THE DESIGN PROCESS (Teacher Reference)

Steps in the Design Process



DESIGN BRIEF

Name: _____

Select one of the advertisements that you have looked at in class. Imagine that this design brief was developed for the meeting with the client before the work began. Respond to the questions so that the answers clearly outline the requirements for the advertisement.

Information Required for Advertising Design Proposal	Requirements
Name of client/company	
Product or service to be advertised	
Medium or format (e.g., print: newspaper, magazine, flyer, webpage)	
Who is the target audience?	
What tone, emotion, or feeling should the advertisement convey?	
What key message or idea should the advertisement convey?	
What specific information must be included (e.g., product specifications)?	
Specific design instructions: • Design elements to be used (e.g., colour, line) • Design principles to be used (e.g., emphasis, balance)	
Are there specific logos, slogans, or photos that must be incorporated?	
Are there ideas or strategies to be avoided?	
What is the budget allocation?	
▶ Other	
▶ Other	



LEARNING CONTRACT: DESIGN PROPOSAL FOR AN ADVERTISEMENT (page 1 of 2)

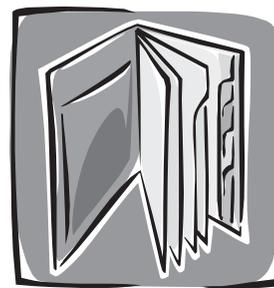


You work for a marketing agency called Best Advertisement. Your company has decided to bid on a job and you have been asked to develop a proposal for an advertisement required by a client. You may work with a partner but each partner must produce an individual proposal. Put all contents of the proposal in a folder or container of choice.

► A. Non-negotiable Tasks

You *must* include:

1. A design brief (e.g., Appendix C) with responses outlining the requirements for your advertisement
2. A log that shows how you followed the Design Process (Appendix E) to develop the design proposal
3. A design proposal that includes:
 - Part A: A short description of the proposed design for the advertisement that outlines:
 - How it meets the design brief requirements
 - How selected elements and principles of design will contribute to the effectiveness of the advertisement
 - Part B: A preliminary design of the advertisement that meets the design brief requirements



LEARNING CONTRACT: DESIGN PROPOSAL FOR AN ADVERTISEMENT (page 2 of 2)



► B. Negotiable Tasks

You have choice on the following items. Please write your choices in the right-hand column.

Component	Choice
Client	
Product/service to be advertised (e.g., a specific car, food, computer)	
Elements and principles of design that will be prominent in the advertisement	Elements: Principles:
Part A Design Proposal—Description Choose one of the following: a written description (point form), a series of slides/slide summary (using presentation software), or an oral explanation (to be audio or video recorded)	
Part B Design Proposal—Preliminary Design Choose one of the following: diagrams, sketches, or a storyboard—by hand or computer generated	
Design Process Log Choose one of the following: Design Process Log (Appendix E), a completed “to do” list, a series of e-mails or audio recordings, or another method of choice	

► C. Optional Tasks

You may choose to incorporate one or both of the following options:

- Find a “real” client in the school or community and produce a proposal for them
- Present your design proposal to the whole class



DESIGN PROCESS LOG

Name: _____

Select a way to show what you have done for each step of the design process. You may use this chart, a completed “to do” list, a series of audio recordings, a series of e-mails, or another method of your choice. Please check alternate choices with the teacher before starting.

Step in the Design Process	Summary of What I Did (point form)
Define the problem	
Conduct research	
Generate ideas	
Choose the best solution	
Build a prototype	
Test and evaluate	
Reflect and report	



DESIGN PROPOSAL LEARNING CONTRACT CHECKLIST



Student Designer: _____ Peer-Assessors: _____

Design Proposal Criteria	Comments/Suggestions
<p>The Design Brief The client’s requirements for the design of the advertisement are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Thorough—with the required details <input type="checkbox"/> Complete—all requirements are fulfilled 	
<p>The description of the proposed design (oral, written, or combination)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes how the proposed design for the advertisement meets the requirements stated in the design brief <input type="checkbox"/> Identifies the elements and principles of design that will most contribute to the effectiveness of the advertisement <input type="checkbox"/> Explains how the elements and principles of design contribute to the effectiveness of the advertisement 	
<p>Preliminary design (diagrams, sketches, or storyboard; by hand or computer generated) that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects the requirements in the design brief <input type="checkbox"/> Reflects the description of the proposed design 	
<p>Design Process Log (oral, written, or electronic)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflects what was done for each step of the process to produce the proposal: <ul style="list-style-type: none"> <input type="checkbox"/> Defines the problem <input type="checkbox"/> Generates ideas <input type="checkbox"/> Conducts research <input type="checkbox"/> Chooses the best solution <input type="checkbox"/> Builds a prototype <input type="checkbox"/> Tests and evaluate the solution <input type="checkbox"/> Reflects and reports on the process <input type="checkbox"/> Is complete and accurate for each step 	



DESIGN PROPOSAL RUBRIC

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Thinking	The student:			
Follows the steps in the design process to develop a design proposal for an advertisement	Records steps that have limited relevance to the design process	Records steps that have some relevance to the design process	Records steps that have considerable relevance to the design process	Records steps that have a high degree of relevance to the design process
Uses a design brief to describe the client's requirements for the advertisement	Describes design criteria with limited thoroughness	Describes design criteria with some thoroughness	Describes design criteria with considerable thoroughness	Describes design criteria with a high degree of thoroughness
Explains how the proposed design for the advertisement meets the criteria in the design brief	Explains with limited depth	Explains with some depth	Explains with considerable depth	Explains with a high degree of depth
Explains how selected elements and principles of design contribute to the effectiveness of the advertisement	Explains with limited depth	Explains with some depth	Explains with considerable depth	Explains with a high degree of depth
Application	The student:			
Applies the selected elements and principles of design in the preliminary design	Applies the selected elements and principles of design with limited effectiveness	Applies the selected elements and principles of design with some effectiveness	Applies the selected elements and principles of design with considerable effectiveness	Applies the selected elements and principles of design with a high degree of effectiveness
Develops a proposal (description and preliminary design) that meets the criteria specified in the design brief	Meets the criteria to a limited extent	Meets the criteria to some extent	Meets the criteria to a considerable extent	Meets the criteria to a high degree

A rubric is an assessment tool used in assessment **for** and **of** learning. Before beginning to work on a task, students should be engaged in co-constructing the criteria to ensure that they know what success “looks like.” The rubric can be used to guide assessment **for** learning throughout the process. When the purpose is assessment **of** learning (evaluation), the rubric provides the basis for decision making about the student’s level of achievement using the agreed-upon criteria.

