

REGINA
PLAINS
MUSEUM

Learning Kit

TEACHER'S GUIDE:

Principles of
Design



Themes and Ideas

Principles of Design

This Learning Kit is designed to follow the Arts Education Curriculum, particularly for Visual Art. Students sharpen their observational skills to find the elements of design and art in past and present objects. Students begin to explore how these elements have changed and are still changing over time.

Vocabulary Words

- Texture
- Colour
- Line
- Shape
- Form

These are the elements of art, as defined by the Saskatchewan Learning Visual Arts Curriculum.

Activity Ideas

- study Saskatchewan/Canada flags and symbols – how are these symbols designed to reflect what they represent?
- Go on a scavenger hunt for artistic elements and principles of design. Do it as an entire class, or break up into teams to find as many examples of each as they can. Look for elements like colour, texture, form, shape, etc. Document your findings.
- Create a past/present/future drawing showing how the appearance and design of a particular object has changed over time – things to draw can include cars, computers, clothing etc. Include an artist's statement explaining the changes.



Lesson Plan

Unit: Principles of Design – Exploring the Elements

Theme/Skill(s):

- Observation and describing what you see
- Working in groups
- Using the elements of art in your own work

Equipment/Resources:

- Elements of Design resources – see the list of reading materials and websites included with the lesson plan
- modern objects to compare & contrast with items in the kit
- paper, pens, paints (whatever your chosen medium for making art)
- observation worksheets (included)

Objectives:

Using objects from the Learning Kit, students will observe and work together to discover the elements of art present in the objects.

Assessment:

- students will create artwork using descriptions of the elements of art generated using artifacts from the Learning Kit
- Students will be able to identify and describe the elements of art in objects and their own work.
- Students will compare the design of past and present objects.

CELS:

Communication: Students will communicate ideas about design and the elements of art in various modes, including writing, speaking and art-making.

Critical and Creative Thinking: Students will observe objects, making comparisons between past and present items.

Curriculum Connections:

Visual Art: Students will develop their observational skills, and recognize the presence and order of the elements of art in their environment. This will help begin the process of making connections between art and daily life.

Review of Learning:	Compare the finished artworks to the original objects. How are they the same? How are they different? Ask students what they have learned about the Elements of Art.
Extensions:	If desired, students can create another artwork from the description they were given, arranging the same elements in yet a different way.
Adaptive Dimension:	Depending on students' abilities, verbal communication may be used to describe the appearance of the object. ** Instead of the elements of design, describe the object in terms of its appearance, using adjectives and descriptive phrases. Use this list to create a new work of art using the same adjectives.

ELEMENTS OF ART WORKSHEET

Texture:

Colour:

Line:

Shape:

Form:



Lesson Plan

Unit: Principles of Design – Creating Symbols

**** Note: This lesson is most effective after the elements of art have already been introduced and explored – see the “Exploring the Elements” lesson plan included in this Learning Kit.**

Theme/Skill(s):

- Symbols are used to represent many different people places and things. Students will observe Canadian and Saskatchewan symbols, and discover how the elements of art have been used to create a symbol that represents something else.

Equipment/Resources:

- Art materials: paper, pencil crayons, markers, paints (whatever your chosen medium)
- Examples of local and national symbols: flags, shields, coins, etc.
- Examples of logos and other visual symbols that are associated with people, ideas or concepts. Example: McDonald’s “golden arches”, a “no smoking” sign, etc.

Objectives:

- Students will use the elements of art to create personal and community symbols.

Assessment:

- Symbols will be evaluated in terms of their use of the elements of art
- Students must be able to explain their work and their use of the elements of art.

CELS:

Communication: Students will use visual elements to communicate ideas about self and community.

Personal and Social Values and Skills: Students explore how personal and social values are represented through the use of symbols.

Curriculum Connections:

Visual Art: Students will become aware of the presence of art in the daily life of their community. Students will explore the elements of art and design in their own work. Personal and community values and ideas serve as the starting point for works of art.

Social Studies: Students will use art and symbols to explore their personal identity and the identity of their community. Students will explore how symbols represent the values of their community.

	Activities/Tasks:
Introductory Activities:	<p><i>Discuss</i> how the elements of art can be used to represent different things. As a class, go through several examples. For instance, choose an emotion like sadness or anger. How would you represent this using colour, line, texture, etc.</p> <p>For more ideas, use the <i>Elements of Design</i> flashcards included with this Learning Kit. How can these elements be used to create symbols?</p> <p><i>Show an example</i> of a symbol. This can be any local, national or corporate symbol. List and describe the elements of design and art present in the symbol. How are they used to symbolize what they represent?</p> <p>Ideas:</p> <ul style="list-style-type: none"> • The maple leaf • Beaver (Canada's national animal) • Wheat (Saskatchewan's symbol) • A crown (on Regina's flag) • The "I love Regina" logo
Development:	<p>Students will use the elements of design and art to create a symbol or logo. This can be:</p> <ul style="list-style-type: none"> • A personal symbol • A family symbol • A class symbol • A school symbol • A community symbol • A national symbol <p>These symbols can take many forms, including flags, shields, buttons, logos, coins, etc. Examine the symbols present in everyday life for ideas.</p> <p>The <i>medium</i> can be chosen by students or by the teacher. This lesson can be used to further art skills the students are currently developing, or to introduce a new technique.</p>
Group Work:	<p>If desired, split students up into groups of 3 or 4, assigning each group a symbol. Students examine the elements of art and design present in the symbol and explain to the class how these elements were used to create it, and how the elements symbolize what they represent.</p>
Review of Learning:	<p>Through <i>writing or speaking</i>, students must be able to describe and explain their work. What elements of design and art are present in the symbols they've created? How do these elements work together to represent something. Do parts of their symbol mean different things?</p>

Extensions:	Share your work with others! Mail your symbols to city hall, even the Prime Minister! Be sure to explain how you feel that your symbol represents your community or country.
Adaptive Dimension:	<p>If desired, students can work together to create a logo or symbol. The class can work as a group to create a classroom coat of arms, representing the values important to the class.</p> <p>For younger groups, a coat of arms or flag template can be pre-made. This will allow students to concentrate on the use of symbol and different elements without having to worry about format.</p>

Additional Resources

Principles of Design

Print Materials

Rhodes, Richard. *A First Book of Canadian Art*. Toronto: Owl Books/Greey de Pencier Books, 2001.

Rhodes, Richard (ed.). *Canadian Art*. (Magazine) Toronto, Ontario.

Sayre, Henry. *Cave Paintings to Picasso: The Inside Scoop on 50 Art Masterpieces*. San Francisco: Chronicle Books, October 2004.

Wolfe, Gillian. *Look: Zoom in on Art*. Oxford University Press, October 2002.

Internet Sources

<http://www.artincanada.com/> - An excellent resource for contemporary art and artists in Canada.

http://www.sasked.gov.sk.ca/docs/artsed/g5ars_ed/visual17.html - From the Saskatchewan Learning grade 5 Arts Education curriculum, some introductory activities about the Elements of Art.

http://www.sasked.gov.sk.ca/docs/artsed/g5arts_ed/visual10.html - From the Saskatchewan Learning grade 5 Arts Education curriculum, the process for viewing artworks.