

ELEMENTS OF DESIGN – Modeling Clay, Photography

Students create an *Elements of Design* poster combining mini, modeling clay images they have created, and photographs they have taken to represent each of the elements.

Required Time
180 Minutes

Grade Level
to

Subject
Language Arts
Visual Arts

Vocabulary
colour
elements of design
fine art
form
graphic design
line
shape
space
texture
value

Materials

Crayola Modeling Clay

Crayola Glue Sticks

Crayola Sketchbooks

Crayola Markers

Bristol Board - assorted colours - 30.5 cm x 45.7 cm (12" x 18") - 1 per student

Bristol Board - 7 pieces per student - 6.4 cm x 8.9 cm (2.5" x 3.5")

Pencils

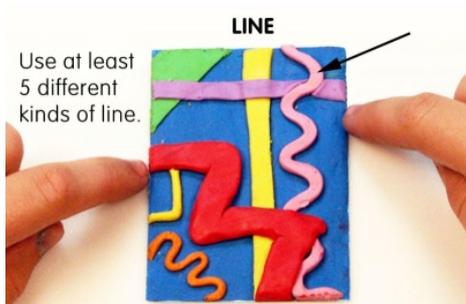
Clay Modeling Tools - optional

Shop Crayola
Products

Steps

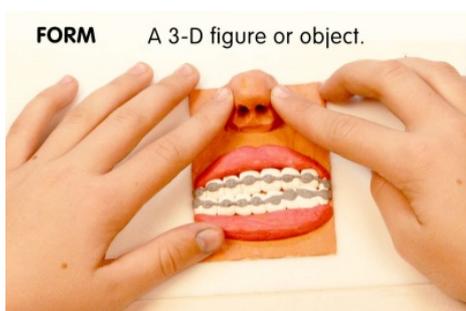
Step One

1. LINE is a path created by a moving point.
2. Lines can be thick, thin, straight, curved, solid, broken, fuzzy, crisp and various colours.
3. They can be long, short and can change direction.
4. In design, curved lines give a more dynamic, fluid look to the work.
5. Straight lines appear more formal and structured.
6. Use the modelling clay to create a line design on one of the cards.
7. Be deliberate in your use of at least 5 different kinds of lines to create a specific mood.



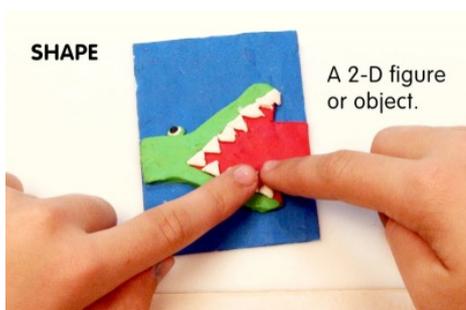
Step Two

1. FORM is a 3-dimensional object or figure.
2. Forms can be organic or geometric, open or closed.
3. In design, forms can be 3-dimensional, or be 2-dimensional but appear to be 3-dimensional because of shading and colour.
4. Use the modelling clay to create a form design on one of the cards.
5. Be deliberate in your use of form to convey a specific idea.



Step Three

1. SHAPE is a 2-dimensional, figure or object.
2. Shapes can be organic, geometric, or abstract, open or closed.
3. In design, deliberate use of specific shapes can give a design a certain mood or feeling. For example, vertical shapes suggest strength; horizontal shapes suggest peace; curved shapes suggest happiness; and sharp shapes suggest energy.
4. Use the modelling clay to create a shape design on one of the cards.
5. Be deliberate in your use of shapes to convey a specific idea.



Step Four

1. TEXTURE is the way a surface feels, or looks as if it feels.
2. Textures can be rough or smooth, subtle or pronounced.
3. In design, deliberate use of textures can add to the mood or feeling and have a surprising effect on how the design comes across.
4. Use the modelling clay to create a texture design on one of the cards.
5. Be deliberate in your use of texture to convey a specific idea.



Step Five

VALUE

The lightness or darkness of a colour or design.



1. VALUE is how light or dark a specific design is.
2. Designs can be high key or low key.
3. High key designs have mostly light values and create a happy mood.
4. Low key designs have mostly dark values and tend to create a serious mood.
5. Use the modelling clay to create a value design on one of the cards.
6. Be deliberate in your use of value to convey a specific idea.

Step Six

SPACE

The area in and around shapes.

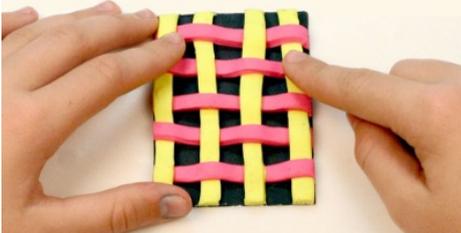


1. SPACE is the area around, inside or between shapes or forms.
2. In design there are two kinds of space - positive and negative.
3. Positive space is the area occupied by design elements.
4. Negative space (also called white space) is the area that is left over.
5. Lots of negative space in a design can give a light, open feeling.
6. Lack of negative space can leave a design feeling cluttered and too busy.
7. Use the modelling clay to create a space design on one of the cards.
8. Be deliberate in your use of negative space to create a specific mood.

Step Seven

COLOUR

The name of a hue, e.g., red, yellow, blue.



1. COLOUR is a hue that results from light reflecting off a surface, e.g., blue, yellow
2. In design, colour conveys powerful messages, for example, for many people warm colors suggest excitement, creativity and energy; cool colors suggest peace, harmony and calm.
3. Use the modelling clay to create a colour design on one of the cards.
4. Be deliberate in your use of colour to convey a specific idea.

Step Eight

Take photos that show the different elements.

Label each element and your poster.



1. Use your device to take photographs in your environment that emphasize each of the elements, or download images from the Internet.
2. Crop each photograph to match the size of your design cards - 6.4 cm x 8.9 cm (2.5" x 3.5") and print them.
3. Arrange your elements design cards and photographs beside each other and glue them to a piece of Bristol board.
4. Label each element and title the Bristol board *Elements of Design*.

Learning Goals

Student will be able to:

- identify characteristics of seven commonly used elements of design;
- use modelling clay to create mini examples of the elements of design;
- photograph examples of design elements in their environment;
- create an *Elements of Design* poster;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the works.

Extensions

Have students:

- find and sketch examples of the elements of design in the natural and built environment;
- write rich descriptions of the images that include correct art terminology, for example, *The branches of the trees are thick at the trunk and slowly extend to long, thin tendrils of gently flowing lines. They contrast sharply with the pale, azure sky.*
- collect examples of key elements used in logo, web and print design;
- sketch or glue the pictures into their sketchbooks;
- write a brief analysis of each design explaining why it is or is not effective.

Prepare

1. Prior to the lesson have students review the difference between 2-D and 3-D.
2. Download and display the *Elements of Design posters* available on the website,
3. Download images of examples of the elements from the Internet, for example,

Line

Line2

Drawn Lines

Form and Shape

Form and Shape2

Form-Spheres

Form2

Shape

Texture

Texture2

Texture3

Texture4

Value

Value2

Value3

Space

Colour

Colour2

Colour3

Colour-Leaves

Pantone Colours

Graphic Design

Elements in Design

4. Discuss the difference between fine art and graphic design.
5. Pre-cut Bristol board into 6.4 cm x 8.9 cm (2.5" x 3.5") pieces, enough for each student to have 7.

Introduction

1. Introduce the elements of design.
 - *the elements of design are the building blocks used to make any visual design*
 - *if you were making a cake, the elements would be the ingredients such as eggs, flour and sugar. In art and design, the elements are line, shape, form, colour, texture, space and value.*
2. Challenge students to brainstorm career opportunities that use the elements of design, e.g., graphic designer, photographer, artist, interior decorator, clothing designer etc.
3. Introduce the challenge.

Activities

The Challenge

1. Use modelling clay to create mini examples of 7 elements of design.
2. Photograph examples of design elements in your environment.
3. Create an *Elements of Design* poster.

4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the works.

The Process

1. Ensure that everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - *used appropriate adjectives to identify characteristics of each element*
 - *demonstrated identifiable characteristics of each element in my mini, modeling clay examples*
 - *carefully designed each modeling clay element*
 - *used space effectively in my poster layout*
 - *printed text carefully*
 - *photographed examples that demonstrate identifiable characteristics of each element*
 - *kept all parts of the poster in good condition*
3. View and discuss images of each element as you guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

Sharing

1. Display the posters on desks in the classroom.
2. Provide sticky-notes beside each poster.
3. Ask students to view the posters and select three to comment on. Have them write their own name on the sticky-note as well as a specific comment that says something they like or find interesting about the poster. Ask them to place the sticky-note beside the poster. Remind them that they have to provide details about what they like. (E.g., *You can't just say, "I really like your poster. You have to say what you like about the poster, for example, I really like the way you found photographs that seem to match your modeling clay design. It reinforces the idea of that element.*)
4. If there are already 3 sticky-note comments at a poster have students choose a different poster to comment on until all posters have at least 3 comments.
5. Remind students to be respectful when making their comments.
6. Once everyone has had a chance to comment on 3 different posters discuss the work as a whole class.
7. Display the images in and around the classroom and school so students can view them as a body of work throughout the next few weeks.

Assessment

1. Observe students as they work - thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their posters - speaks with a clear voice, looks at audience while speaking, points to areas in the poster, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen - looks at presenter, asks effective questions, supports ideas with evidence found in the poster.
4. Use checklist to track progress. (Downloads - Elements_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - Elements_self-assessment.pdf)