

## Class: Introduction to the Elements of Design

Curriculum Area: Family and Consumer Science	Course Length: 1 Term
Course Title: Intro to the Elements of Design	Date last reviewed: October 27, 2015
Prerequisites: None	Board approval date: November 17, 2015

### Desired Results

**Course Description and Purpose:** You have a lifetime of spending ahead of you, so why not back your purchases with some useful knowledge. Try to imagine all the money you will spend on clothing and home goods for you and your future family. Our goal is to empower you with the understanding of how line, color, texture, shape and space play specific roles in meeting your needs. We center our focus on fashion and personal living space. You will also create a professional portfolio to practice the skills related to presenting your work. This hands-on course is a suggested course for classes in the Family and Consumer Science department. It will give you a strong foundation for Fashion Analysis or Principles of Interior Design TC (transcripted college credit).

<b>Enduring Understanding (EUs):</b>  1) Using presentation techniques will enable them to develop a professional portfolio. 2) The physical and psychological effects of the elements of design have a large effect of how people react to a product. 4) A product that is able to meet the needs of an individual or the community while considering the elements of design is a skill that can be developed. 5)The elements of design together are used to create an aesthetically pleasing product. 6) The design process is an important skill to learn and is related to problem solving.	<b>Essential Questions (EQs):</b>  1)How are the elements of design used in the environments we create and live in? 2)Why do designers use the elements of design? 3)How do the elements of design impact how we interact in an environment? 4)How do the elements of design affect our emotional responses to a product? 5)How are the elements of design a part of the design process? 6) How can the design process be used to solve a problem?
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### Assessment Evidence:

<i>Performance assessment include but are not limited to:</i> Portfolio Projects	<i>Other assessments may include :</i> Classroom assessments Final capstone Project
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<b>Unit Title: Color</b>
<b>Major Topics</b> Color wheel Color block Color schemes Metamerism Color and emotional response
<b>Standards</b>
<b>FCS National Standards:</b> 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual. 16.3.2 Apply basic and complex color schemes and color theory to develop and enhance visual effects.  <b>CCSS:</b> L.4.3a. Choose words and phrases to convey ideas precisely.
<b>Learning Targets Addressed:</b>
I can organize color as it relates to the color wheel. I can mix colors to produce all colors on the color wheel. I can use tints, tones and shades to reproduce an image. I can identify the various color schemes in interiors and fashion. I can define metamerism as it relates to textile products and environments. I can categorize color as it relates to emotion. I can judge a color based on the psychological effect I am trying to achieve.

<b>Unit Title: Line</b>
<b>Major Topics:</b> Iris paper folding Paper quilling Line in fashion Line in Interior Design
<b>Standards</b>
<b>FCS National Standards:</b> 11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.

**CCSS:**

L.4.3a. Choose words and phrases to convey ideas precisely

**Learning Targets Addressed:**

I can create a product that demonstrates an effect and creates an image using line.

I can recommend clothing choices based on the effects of line.

I can use line in an interior space to create a visual effect.

**Unit Title: Shape/ Form****Major Topics:**

Shape

Form

Clothing shapes

**Standards****National FCS Standards:**

11.2.3 Analyze the effects that the principles and elements of design have on aesthetics and function.

**CCSS:**

L.4.3a. Choose words and phrases to convey ideas precisely.

**Learning Targets Addressed:**

I can differential between a shape and a form.

I can produce a product as it relates to shape and form.

I can implement shape and form as it helps consumers/family members make decisions based on preferences and needs.

**Unit Title: Texture****Major Topics**

Knit

Crochet

Visual vs. tactile texture

<b>Standards</b>
<b>National FCS standards::</b> 16.3.3 Utilize elements and principles of design in designing, constructing, and/or altering textile, apparel, and fashion products.
<b>Learning Targets Addressed:</b>
I can knit a sample using a basic knit purl stitch. I can crochet a sample using a single crochet stitch. I can distinguish between visual and tactile texture.

<b>Unit Title: Space</b>
<b>Major Topics:</b> Room Design
<b>Standards</b>
<b>National FCS Standards:</b> 11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors
<b>Learning Targets Addressed:</b>
I can organize a space to meet the needs of the user. I can use the elements of design to design a pleasing interior space.

<b>Unit Title: Community Connections</b>
<b>Major Topics:</b> Meeting needs in the community
<b>Standards</b>
<b>FCS National Standards:</b> 11.6.5 Justify design solutions relative to client needs, including diversity and cultural needs, and the design process.
<b>WI CTE Standards:</b> CD4.d.5.h Participate in co-curricular and or community activities to enhance the school experience.

**Learning Targets Addressed:**

I can create a product.

I can meet the needs of an individual in my community.

I can use the elements of design to create an aesthetically pleasing product.

I can research sources to meet the needs of others.