WINDOWSWEAR

LESSON MODULE
The Four Basic Principles of Design

Length: 2-3 weeks (5-10 classes)
Level: Intermediate High School (grades 10-12)
Keywords: design, art, visuals, dimensional design, window design, retail, fashion, trends

This course could be implemented into the following courses:
> Visual Arts
> 3-D Arts / Sculpture
> Art History / Theory
> Graphic Design
> Interactive / Digital Design
> Fashion / Textile Design
> Fashion Merchandising
> Marketing / Communications

Overall Objective/Target:
This lessons teaches students how to evaluate the four basic principles of design, which are contrast, repetition, alignment and proximity. By the end of this lesson module, students will be able to successfully:
1. Define the four principles of design
2. Identify elements of good design using retail windows as their reference
3. Implement basic elements of good design into their own creative work.

Overall Assessment:
Students will be required to collaborate within a group of 2-3 students to create a visual-based project that successfully identifies, defines and employs the four principles of design by creating a window design that sells a current social theme and a specific product line. Groups will present their work to the class in an oral presentation.

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Overall Direct/Explicit Instruction:

This lesson module will be taught using the following methods in order to achieve overall lesson objectives.

1. Lecture using WindowsWear PRO visual
2. Visit local shopping mall, center, main street (class or individual visit)
3. In-class individual and group work
4. Group oral presentations using physical or digital presentation tools
5. Quizzes (optional)

Overall Student-Centered Activities:

Students will be engaged in evaluating/synthesizing information related to the four basic principles of design primarily via these activities:

1. Store visits, evaluation of windows using "scavenger hunt" technique
2. Individual sketches or descriptions of windows seen during store visits
3. Group discussion around store visits
4. Group work developing a new "store window" employing the four basic principles of design.
5. Group oral presentations in-class using digital and/or physical visual presentations
6. Presentation of physical work in classroom

Weekly Plan

This plan is developed on a 1-week or 5-class plan. Teachers can spread this module out over one to three weeks depending on school schedule or class needs.

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WEEK 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY LEARNING OBJECTIVE/TARGET: ***What do the students need to learn and why? i.e. Essential Question***	Definition of design. What makes good design? Function and form, using retail windows as example* Students learn skills to look at design critically and analytically. (see resources provided below)	Definition of contrast. Identify use of contrast in works of art and retail window design. (see resources provided below)	Definition of repetition. Identify use of repetition in works of art and retail window design. (see resources provided below)	Definition of alignment. Identify use of alignment in works of art and retail window design. (see resources provided below)	Definition of proximity. Identify use of proximity in works of art and retail window design. (see resources provided below)

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ASSESSMENT/GRADING: *What student evidence will you have that indicates learning outcomes have been met during the class period?*	Assignment: Students find a work of art (photography, art, graphic design, etc.) using the internet and describe it critically.	Quiz: Students are provided pictures of windows from around the world and asked to identify contrast (individual work).	Quiz: Students are provided pictures of windows from around the world and asked to identify repetition (individual work).	Quiz: Students are provided pictures of windows from around the world and asked to identify alignment (individual work)	Quiz: Students are provided pictures of windows from around the world and asked to identify proximity (individual work) Assignment: "Scavenger Hunt" students visit a shopping center to see windows ^
DIRECT/EXPLICIT INSTRUCTION: *How are you teaching/ presenting the learning objective?*	Lecture & Visual Presentation using WindowsWearPro (image recommendations provided below)	Lecture & Visual Presentation using WindowsWearPro (image recommendations provided below)	Lecture & Visual Presentation using WindowsWearPro (image recommendations provided below)	Lecture & Visual Presentation using WindowsWearPro (image recommendations provided below)	Lecture & Visual Presentation using WindowsWearPro (image recommendations provided below)

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STUDENT CENTERED ACTIVITIES: *How are students engaged in evaluating/ synthesizing information towards the learning target?*	Students are asked to get in groups and search WindowsWearPro for images that they like. They are then asked to describe what it is they like about the image.	Students are asked to get in groups and to identify contrast (group work). Students take an individual quiz to assess their learning. (see below)	Students are asked to get in groups and to identify repetition (group work). Students take an individual quiz to assess their learning. (see below)	Students are asked to get in groups and to identify alignment (group work). Students take an individual quiz to assess their learning. (see below)	Students are asked to get in groups and to identify proximity (group work). Students take an individual quiz to assess their learning. (see below)

*Retail windows offer a unique opportunity to teach the four basic principles of design in that the windows are meant to be aesthetically pleasing, while functioning as a sales/marketing tool to sell specific products in a store. Additionally, window designs must quickly attract the attention of a wide range of customers.

^ If there is an option to go on a class "field trip" to a shopping center, this is preferable. The Scavenger Hunt can be done individually or in groups.

WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DAILY LEARNING OBJECTIVE/TARGET:	Identifying the four basic principles of design in real world situations.	In-class collaboration on group assignment.	In-class collaboration on group assignment.	Communicate the four principles of design.	Communicate the four principles of design.

What do the students need to learn and why? i.e. Essential Question					
ASSESSMENT/GRADING: ***What student evidence will you have that indicates learning outcomes have been met during the class period?***	Assignment: Students are given their personal and/or group project to create a store window design that meets business needs of a store using the four basic principles of design.	No assessment.	No assessment.	Oral presentations of group project.	Oral presentations of group project (continued). Survey of student participation in groups.
DIRECT/EXPLICIT INSTRUCTION: ***How are you teaching/ presenting the learning objective?***		Group work, one-on-one discussions with instructor, providing support on projects.	Group work, one-on-one discussions with instructor, providing support on projects.	Student presentations.	Student presentations.

STUDENT CENTERED ACTIVITIES: *How are students engaged in evaluating/ synthesizing information towards the learning target?*	Students compare notes related to scavenger hunt assignment. What did they miss? Students are put in new groups for their project-based assignment. Discuss approach.	Group work.	Group work.	Participating and engaging with classmate's presentations, including a required Q&A session for all groups.	Participating and engaging with classmate's presentations, including a required Q&A session for all groups.

The Four Basic Principles of Design

Online Resources for Lecture
There are a great many resources related to teaching the four basic principles of design online. Two particular academic publications can be found using the following links:

https://www.ndsu.edu/fileadmin/www.its.ndsu.edu/tlc/spongepdfs/publication/design.pdf
http://www.presentationzen.com/chapter6_spread.pdf

WindowsWear PRO image recommendations
For all lectures, the teacher should identify current store window images that help to illustrate the concepts/principles being taught. Using the advanced search method will help to identify strong images related to the principles of design, as well as thematic and product elements.

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Quizzes
Each quiz should be 5-10 questions long and focus primarily on identifying or analyzing the principle of design being studied. Example questions: What is one way you can manipulate contrast? Give two examples of how repetition can energize a design.

Scavenger Hunt
Students are asked to visit a local shopping center or mall (on their own, or as a group field trip), where they can see external or internal (mall) windows. Teachers can be specific of non-specific about the retailers they wish students to visit. The scavenger hunt should include a list of things that students must find on their visit, related to the four principles of design. It's recommended that technology be employed (ie. pictures or sketches of windows), depending on the class type or student skill level. The scavenger hunt will be discussed, in groups, in the following class.

Project-Based Assignment
Students are asked to create a window that employs the four principles of design, while also selling a particular product with a particular theme. The teacher can choose one theme (ie. Fourth of July), one product with a particular price point (ie. swimsuit for $79.99) for the whole class, or give each group their own theme and product. The windows can be sketched by hand or using Adobe Illustrator, or built in 3D (window boxes), depending on classy type and student skill level. Students must also develop an oral presentation, wherein each principle of design is identified. Students must also provide an explanation for how they approached the product, price and theme. It is recommended that a simple grade rubric be developed in order to grade all oral presentations consistently.