<table>
<thead>
<tr>
<th>FACS State Course Name:</th>
<th>Interior Design – Residential Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td>Principles &amp; Elements (P &amp; E) Related to Personal Space</td>
</tr>
<tr>
<td>Lesson:</td>
<td>Intro to P &amp; E – Scavenger Hunt</td>
</tr>
</tbody>
</table>

**Competencies/Purpose:**

Introductory assignment to become aware of the p & e in one’s personal daily space and how they were used or applied.

**Time Needed:** 4 Class Periods (45 minutes each)  
**Author:** Peggy Harrison

**FACS Standards (Colorado and National):**

Colorado – (Fider 3) – Demonstrate design fundamentals including processes and theories.

National - AAFCS – N 16.3.2 and 11.2.1 – Recognizing the Principles & Elements of Design.

**Colorado Academic/Model Content Standards (CDE):**

At this time the units have not been aligned with the CDE standards – we will be doing this in the fall 2011.

**Objectives- Upon completion of this lesson, students will:**

Be able to identify the numerous principles & elements found in their daily environment.
**Instructional Strategies:**
- Assigned Questions
- Brainstorming
- Case Study
- Computer Assisted Instruction
- Concept Attainment
- Concept Mapping
- Conducting Experiments
- Cooperative Learning
- Debates
- Demonstration
- Discussion
- Drill & Practice
- Field Trip
- Inquiry
- Interviewing
- Jigsaw
- Journal Writing
- Laboratory Groups
- Learning Centers
- Lecture
- Peer Learning
- Problem Solving
- Reading for Meaning
- Research Projects
- Role Playing
- Simulations
- Storytelling
- Think, Pair, Share
- Tutorial Groups
- Writing to Inform

**Tools, Equipment & Supplies:**
- Computers
- Black or Neutral Construction Paper
- Markers, Scissors, Paper cutters
- Paper, adhesives,
- Printer(s)
- Other: Digital Cameras or cameras using film, film

**Resources:**
- Handouts
- Textbook pgs.
- Multimedia
- Overhead Masters
- Workbook pgs.
- Other: Powerpoint Presentation notes

**Key Terms:**
**Principles of Design:**
Proportion, Scale, Balance (symmetrical, asymmetrical), Rhythm (repetition, alternation, gradation, radial)
Emphasis, Unity/Harmony (10)

**Elements of Design:**
Space, Lines (vertical, horizontal, diagonal, curved), Form/silhouette, Texture, Color*, Light (8)

(*a color project will be done later – omit the element color from this project)

**Introduction of Lesson:**
The Principles of design are the “rules” used in all fields of design – interiors, fashion, landscape, architecture, cosmetics, cosmetology – to name a few. The Elements of Design are the “tools” used in design. After completing a lesson defining the principles and elements of design and their role in design, one begins to recognize their presence and use in the everyday environment – at home, at the mall, at school, in magazines, in fashion, etc.

**Exploring the Content (Lesson):**
1. Using a camera (digital or use a camera that shoots black and white film), you and a partner will have the next two class periods to search the school photographing examples of each principle and element above (see terms list). You will need one excellent example of each principle and element. Because each student will turn in their own portfolio of photographs for a grade feel free to shoot more than one example of each p & e so that you can individually select your favorite examples for your project. Location: Your school inside and outside.

2. One roll of black and white film will be provided and developed for you. Additional film may be used and developed at your own expensive. All photos must be in black and white. When using digital photos you will print your photos in black and white. (Determine who has cameras and create the teams).

3. The goal is to photograph excellent examples of each principle and element of design for your collection. The focal point of the photo should be the principle or element. You must likely will want to crop or zoom in on the details for emphasis. You may create a P/E or embellish the location to emphasize the detail. (For example, you may rearrange the chairs in the band room for repetition.)

4. Film is due by at the end of class in two days and will be returned to you the next day. Digital photos may be copied at home or in the school library – remember to copy a set of photos for each team member. Remember all pictures are to be black and white to emphasis the principle or element of design.

Individual Photo Portfolio Assignment:

5. Each student will have a set of the photos taken by your team. Photos will be mounted as a photo booklet to submit.

6. A demonstration, supplies and materials will be available in class the day you receive your photos or turn in your prints.

7. The focal point of each page is the design element or principle – it is recommended you use neutral or black background for matting to emphasize the P/E.

8. Front Cover is to include your name and heading.

9. Samples will be 3 points/each. (3 pt. excellent, 2 pts. good, 1 pt. fair)

10. All samples are to be labeled with one principle or element per page.

11. Portfolio appearance: use of appropriate adhesives, alignment of photos, lettering, and cutting. (2 pts./page)

Review & Summary:

Day 1: Explanation of assignment & review principles and elements.

Day 2-3: Photograph examples of principles and elements – film due at end of class period

Day 4: Film developed and returned. Printed digital pictures brought to class. Demo. on how to develop booklets. (Booklets will be created at home and due in three days). Depending on time booklets can be shared in class when due.

Due Date: TBD by teacher.

Assessment:
Individual Photo Portfolio

**FCCLA Integration:**
- Interior Design Star Event
- Habitat For Humanity – Colorado FCCLA Competition
- Leaders At Work
- Career Connection
- Power of One