

Design & Layout Principles

Media Type: Hybrid (*Video Segment and Microsoft® PowerPoint® Presentation*)

Duration: 29 minutes/88 slides

Goal: To explore the design and layout principles necessary for developing effective digital media projects.

Description: The presentation begins by explaining the principles of design which dictate clean and effective digital media projects. Then the presentation explains effective layout, color theory, and typography, and provides examples from real world designers to explain how they make their design decisions and use design principles in their work.

Objectives:

1. To compare and contrast printing and digital communications.
2. To identify and apply design principles.
3. To identify and apply concepts of typography, color theory and layout.



College & Career Readiness Anchor Standards for Language

Language Standards		
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	9-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
	9-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition & Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Arts, A/V Technology & Communications Career Cluster (AR)

Cluster	Standard
	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.
Printing Technology Career Pathway (AR-PRT) Visual Arts Career Pathway (AR-VIS)	Demonstrate the production of various print, multimedia or digital media products.
	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
	Analyze and create two and three-dimensional visual art forms using various media.

College & Career Readiness Anchor Standards for Writing

Writing Standards					
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
	<table border="1"> <tr> <td>9-12.1</td> <td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td> </tr> <tr> <td>9-12.2</td> <td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td> </tr> </table>	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
	<table border="1"> <tr> <td>9-12.4</td> <td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td> </tr> <tr> <td>9-12.5</td> <td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td> </tr> </table>	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.					
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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Hand out or have students access the *Action Plan*. The *Action Plan* provides a list of tasks for students to perform to complete the lesson.

Class 1: Begin class by passing out the *Design & Layout Principles Vocabulary Handout* for students to reference during the presentation. Show the *Design Principles PowerPoint®* segment and administer the corresponding *Assessment*. Assign the *Design Principle Examples Project* and instruct students to complete as homework.



Slides
1-32

Class 2: Remind students to continue using the *Vocabulary Handout*. Show students the *Layout Choices* video segment and administer the corresponding *Assessment*. Have students begin the *Comparing & Contrasting Types of Media Activity*.



Video
13 min.

Class 3: Allow students to complete the *Comparing & Contrasting Types of Media Activity*. Remind students to continue using the *Vocabulary Handout*. Show the *Layout PowerPoint®* segment and administer the corresponding *Assessment*. Assign the *Recognizing Quality Activity* as homework.



Slides
33-48

Class 4: Remind students to continue using the *Vocabulary Handout*. Show the *Color Choices* video segment and administer the corresponding *Assessment*. Have students begin the *Color Scheme Inspiration Activity*.



Video
8 min.

Class 5: Show students the *Color Theory PowerPoint®* segment and administer the corresponding *Assessment*. Have students complete the *Color Scheme Inspiration Activity*.



Slides
49-60

Class 6: Show the *Typography Choices* video segment and administer the corresponding *Assessment*. Have students begin the *Typeface Combination Inspiration Activity*.



Video
8 min.

Class 7: Show the *Typography PowerPoint®* segment and administer the corresponding *Assessment*. Have students continue working on their *Activities*.



Slides
61-88

Class 8: Have students begin the *Creating a Social Media Marketing Campaign Project*.

Class 9: Students should continue working on their *Projects*.

Class 10: Lead the class discussion so students can share their *Recognizing Quality Activity* with the class. Have students continue working on their *Projects*.

Class 11: Students should complete the *Design Principle Examples Project*.

Class 12: Lead the class discussion so students can share their *Typeface Combination Inspiration Activity* with the class. Students should continue working on their *Projects*.

Class 13: Divide the class into groups of three or four for students to share and review their *Creating a Social Media Marketing Campaign Projects*.

Class 14: Distribute the *Design & Layout Principles Final Assessment* and allow time for students to complete it. Students should turn in their completed *Projects* before the end of class.

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Business Professionals of America

- Graphic Design Promotion

Future Business Leaders of America

- Digital Design & Promotion

Skills USA

- Advertising Design

Technology Student Association

- Promotional Graphics



American Institute of Graphic Arts

- www.aiga.org

99designs Blog

- www.99designs.com/blog

Canva

- www.canva.com



Comparing & Contrasting Types of Media

Directions:

Students will be comparing materials from a single marketing campaign to assess how design principles are applied differently across different media.

Recognizing Quality

Directions:

Students will find three examples of design work they like and describe how the designers utilized design principles and elements in the design process.

Color Scheme Inspiration

Directions:

Students will create color schemes from images and designs they like, to use as inspiration.

Typeface Combination Inspiration

Directions:

Students will be creating a collection of typeface combinations they like, to use as inspiration.



Creating A Social Media Marketing Campaign

Directions:

Students will be creating social media marketing campaign materials for a product or service. They will be creating a logo, a 10-second video for social media and an image to be promoted to advertise their assigned product or service. Students will also practice reviewing each other's design work. See the *Teacher Instruction Sheet* for more information.

Design Principle Examples

Directions:

Students will be creating examples of design principles, then will share and discuss their examples in groups.



Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV517073, Amy Gardner, In-House Designer, Las Vegas Hilton
- iCEV50331, Daniel Hutchinson, Graphic Designer, International Justice Mission
- iCEV50408, Mirhee Kim, Graphic Designer, Converse Marketing