



# ELEMENTS OF DESIGN

By KAREN LOFTUS

Students are exposed to select elements of design, and they explore the effect those elements of design have on storytelling.

## 1 - Line and Shape

Students explore the design concepts of line and shape and how they can be used by a designer to affect an audience.

## 2 - The Effects of Colour

Students continue to explore design through the effects of colour and apply their knowledge.

## 3 - Research Project: Elements of Design

Students will research and apply knowledge on the effect of colour.

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.b - Identify solutions to design challenges in a drama/theatre work.

## Common Core

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## California VAPA Standards (2019)

### 6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.c - Identify solutions to design challenges in a drama/theatre work.

## Florida Sunshine State Standards

### Skills, Techniques & Processes

TH.912.S.2.9 - Research and defend one's own artistic choices as a designer.

## Georgia Performance Standards - Theatre Arts

### Grades 9-12 - TECHNICAL THEATRE LEVELS I-IV - Creating

TAHSTT.CR.1 - Create technical elements of theatre (e.g. sets, props, costumes, makeup, lighting, sound)., a. Explore and utilize the elements of design and principles of composition for a theatrical context., b. Create basic to advanced technical elements by choosing appropriate materials, tools, and techniques., c. Analyze and/or develop choices in technical elements (e.g. sets, lights, costumes, sound) of informal and formal productions and theatrical texts as a part of the design process, considering mood, tone, and symbolism., d. Create industry standard paperwork (e.g. budgets, cut lists, materials, cue sheets, lighting and costume plots, schedules, calendars) as it relates to completing design renderings and/or models., e. Conceptualize and/or generate design elements for a dramatic work (e.g. scene, one act, full-length, musical).

## North Carolina Essential Standards

### Beginning High School Standards - Aesthetics

B.AE.1.1 - Understand the major technical elements, such as sound, lights, set, and costumes, and their interrelationships.

B.AE.1.2 - Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance

formal or informal productions.

## Tennessee Theatre Curriculum Standards

### GRADES 6-8

5.0 Research - Students will research by using cultural and historical information to support improvised and scripted scenes.

### GRADES 9-12

5.0 Research - Students will research by evaluating and synthesizing cultural and historical information to support artistic choices.

## Texas Essential Knowledge and Skills for Theatre Arts

### HS 117.315 LI - Creative Expression: production

C.3.A - develop and practice technical theatre skills.

## Alberta, Canada

### Junior Orientation

focus concentration on one task at a time  
generate imaginative and creative solutions to problems  
listen effectively  
share ideas confidently with others  
support positivity the work of others

### Junior Goal I Objectives

extend the ability to explore meaning through abstract concepts  
extend the ability to think imaginatively and creatively

### Technical Theatre - Levels I, II, III - Awareness

2 - demonstrate understanding of the basic functions of the component being studied.

### Technical Theatre - Levels I, II, III - Readiness

8 - demonstrate understanding of the use of colour, shape and texture to achieve a desired effect

### Senior Goal I Objectives

extend the ability to concentrate

### Orientation Drama 10

concentrate on the task at hand  
listen to self and others

## British Columbia (2018)

### GRADE 6 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 6 - ARTS - Reasoning and reflecting

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### **GRADE 7 - ARTS - Reasoning and reflecting**

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### **GRADE 8 - ARTS - Reasoning and reflecting**

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

Interpret works of art using knowledge and skills from various areas of learning

Reflect on works of art and creative processes to understand artists motivations and meanings

### **GRADE 9 - DRAMA - Communicating and documenting**

Compose, interpret, and expand ideas using symbolism, imagery, and elements

### **GRADE 10 - DRAMA - Reason and reflect**

Describe, analyze, and respond using drama-specific language

### **GRADE 10 - DRAMA - Communicate and document**

Compose, interpret, and expand ideas using symbolism and imagery

### **GRADE 11 - DRAMA - Reason and reflect**

Describe, analyze, and respond to ways in which props, technologies, and environments are used in drama, using discipline-specific language

### **GRADE 12 - DRAMA - Reason and reflect**

Describe, analyze, and evaluate ways in which props, technologies, and environments are used in drama, using discipline-specific language

## **Ontario, Canada**

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process**

B.1.3 - identify aesthetic and technical aspects of drama works and explain how they help achieve specific dramatic purposes (e.g., write theatre or film reviews assessing whether the lighting, sound, set design, and costumes of a drama are used effectively to illustrate the intended message)