

Unit 1: Intro to Graphic Design

1.C Layout and Composition

Estimated time – (2) 45 minute class periods

Graphic Design Layout and Composition

LEARNING OBJECTIVE:

Students will be able to analyze and apply the principles of proximity, white space, alignment, contrast, and repetition in graphic design layouts.

ASSESSMENTS:

Students will create a digital poster that incorporates all five principles of design. The poster will be evaluated based on a rubric assessing each principle's application.

KEY POINTS:

- **Proximity:** Objects that are close together are perceived as related.
- **White Space:** The empty space in a design can enhance readability and focus.
- **Alignment:** Proper alignment leads to a cohesive design.
- **Contrast:** Differences in color, size, or shape can draw attention to key elements.
- **Repetition:** Using similar elements throughout a design creates a unified look.

OPENING:

- Begin by having students research the web or hall for local posters
 - Have students screen capture the poster and paste in Google Classroom slides assignment – assign a slide for each student in the class and allow them all access. **Remind them no duplicates are allowed.** *If there are no poor examples, add one to the slide show yourself.*
 - Once all students have completed the activity, review the slideshow with the class, and discuss the different posters – reinforce the typography and color lessons they learned previously. Then begin class discussion.
- Ask students: "What elements stand out to you, and why?"
- Discuss their observations and relate them to the design principles.

INTRODUCTION TO NEW MATERIAL:

- Teach the lesson using - <https://edu.gcfglobal.org/en/beginning-graphic-design/layout-and-composition/1/>
- Discuss how each principle can affect the viewer's perception.
- Common misconception: Students may think that more elements always make a design better, rather than focusing on quality and clarity.
- Have students complete the included Term/Question worksheet provided.

GUIDED PRACTICE:

- Go back to the opening slide show, have the class vote on the worst poster.
- Work as a class to redesign a poorly composed poster using the discussed principles.
- Set behavioral expectations: Respect others' ideas and contribute thoughtfully.
- Begin with identifying elements of proximity and white space, then move to alignment and contrast.
- Monitor student performance by circulating and providing feedback.

INDEPENDENT PRACTICE:

- Students will recreate the digital poster using a design software of their choice.
- Set expectations: Use at least four of the five principles discussed.
- Submit the completed design along with a short reflection on the design choices made.

CLOSING:

- Have students share their posters in small groups.
- Each student will explain how they applied the principles in their design.

EXTENSION ACTIVITY:

- Students who finish early can create a second poster using a different theme or audience in mind, applying the same principles.

HOMEWORK:

- Research a famous graphic designer and write a short paragraph about how their work exemplifies the principles of design discussed in class.

STANDARDS ALIGNED:

- PA Academic Standards for Arts and Humanities: 9.1.12.A, 9.1.12.B, 9.3.12.A.