**Lesson Plan for Principles of Design-Rhythm**

Mabel Niceswanger, South Central Calhoun H.S. July 2012

**Standard/Benchmark/Competencies**

11.2 Evaluate housing and design concepts and theories, including green design in relation to available resources and options.

11.2.1 Evaluate the use of elements and principles of design in housing and commercial and residential interiors and options.

\*\*Create designs based upon the principles and elements of design.

**Objectives:**

1. The student will be able to identify the different types of rhythm.

2. The student will be able to explain the purpose of the different types of rhythm.

**Terms to Know**

rhythm, repetition, radiation, gradation, opposition, and transition

**Materials Needed**

1. 1. Rhythm Power Point at
2. [https://www.uen.org/Lessonplan/preview.cgi?LPid=5075](https://www.uen.org/Lessonplan/preview.cgi?LPid=5075 )

or a design DVD such as **Design II: The Principles** from Learning Zone Express [[1]](#footnote-1)

1. “Principles of Design” booklets (if students have already started one)
2. Magazines with interior pictures of homes, catalogues, and textbooks
3. Glue/tape, scissors, white paper
4. Blank bingo cards, bingo markers
5. Digital cameras
6. Computers

**Possible Activities**

1. Show the Power Point listed above or a design DVD about rhythm. Have students take notes.
2. Have students find examples of the various types of rhythm in magazines and catalogues to cut out and mount on paper to add to their booklet about “Principles of Design”. Each type should be labeled and defined. Also the students need to explain the purpose of using that type of rhythm in a room.

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1. Students use Quizlet.com-\*\*Search for “Rhythm in Interior Design”
2. Play bingo-students list rhythm terms and definitions on blank bingo cards.
3. Give students digital cameras to take pictures of examples of rhythm around the school. They can do this with a partner or small teams depending upon the availability of cameras. They should print off their photos, mount on paper, identify the type, add definition, and explain the purpose. The photos can be added to their “Principles of Design” booklet. Or they may prefer to develop a Power Point to share with the class.

**Formal Assessments:**

1. Each magazine/catalogue example or photo equals 7 points: Example=3 points, Definition=2 points, and Purpose=2 points.
2. Participation in Quizlet.com or bingo equals 10 points

**Informal Assessments:**

1. Exit card-Find two examples of rhythm in our classroom. Write down the two examples and identify the type of rhythm for each example.
2. Observe students’ work for correct examples and written information.

1. Sue E. Winkler, Utah Education Network, “Rhythm”

   [https://www.uen.org/Lessonplan/preview.cgi?LPid=5075(July 2012).](https://www.uen.org/Lessonplan/preview.cgi?LPid=5075(July 2012). )  [↑](#footnote-ref-1)