

# THE FORMAL QUALITIES LESSON PLAN

**I.: Lesson Number 2**, Grades 11-12, The Formal Qualities: Composition, Color, Typography & Affect, 4-5 class periods

**II. Lesson Rationale:** The students will learn about the principles and elements of design, specifically, composition and color. They will also study typography to consider how text design informs the ways in which people perceive an image. These skills are significant for students to analyze how art through the elements and principles of design has the potential to convey a message and to evoke emotions or affect in viewers.

**III. Key Concepts:**

Composition, design, golden ration/section, analogous color scheme, complementary color scheme, typography, affect and persuasion.

**IV. Essential Question:**

How do formal qualities in art create balance in design (e.g., through composition, color, and text)?

What is affect?

How does art affect viewers?

**V. Lesson Objectives**

The students will be able to:

Learn about **composition**, specifically, the golden mean by viewing a video that explains the history, the mathematical background, and the aesthetic uses of this concept. They will reproduce the golden mean by creating a grid in order to appraise the compositional elements of the golden ratio (See *Resources & Materials for Teacher* below, embedded videos and worksheet on website, under heading “The Formal Qualities”).

Distinguish between analogous and complementary **color schemes** by studying a set of color charts and color wheels in order to identify how color is used in art, which they will reconsider in a future zine and public service announcement project.

After viewing a **typography** tutorial video and reviewing a worksheet on font styles, the students will determine how typography (text-design) is used to: 1) hold the audience attention, 2) create emphasis, and 3) deliver a strong visual and textual message by analyzing one image and writing a one-page paper about one of the three points aforementioned in connection to the image they selected, and sharing the findings with the class.

Given the opportunity to work in groups of 3's, the students will consider how art is used to create **affect** by engaging in group discussion about universal, cultural, and individual uses and responses to color and composition (See 4<sup>th</sup> day lesson, below).

**VI. Specific Art Content:**

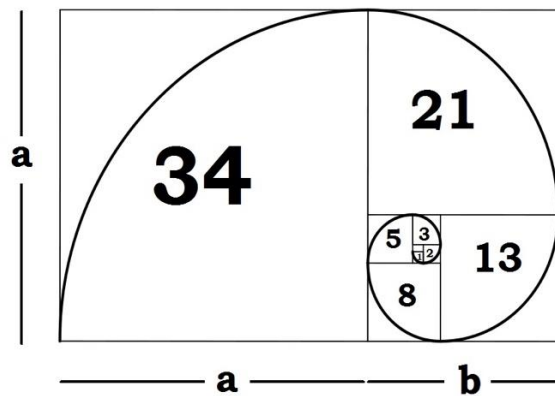
Composition, golden ration/section, analogous color scheme, complementary color scheme, typography

**VII. Resources & Materials for Teacher:**

The **Golden ratio** is a special number found by dividing a line into two parts so that the longer part divided by the smaller part is also equal to the whole length divided by the longer part. It is often symbolized using phi, after the 21st letter of the Greek alphabet. In an equation form, it looks like this:

$$a/b = (a+b)/a = 1.6180339887498948420 \dots$$

- See more at: <http://www.livescience.com/37704-phi-golden-ratio.html#sthash.0O3T9PKK.dpuf>  
Also see videos on this website



Computer, Internet access, classroom screen, speakers, <http://analogdigitalart.weebly.com/lesson-3-the-formal-qualities.html>

Lynda.com. (2013 November 26). Typography tutorial: Creating typographic contrast with font choices—lynda.com [Video file]. Retrieved from <https://www.youtube.com/watch?v=LabFpJTrsFU>

Lynda.com. (2013 December 19). Layout and composition tutorial: The golden section—lynda.com [Video file]. Retrieved from <https://www.youtube.com/watch?v=wH32LujS9Yg>

DNews. (2014 October 24). The golden ratio vs. the rule of thirds [Video file]. Retrieved from <https://www.youtube.com/watch?v=9CiS3SU4Ik0>

PBSoffbook. (2012 October 18). The effect of color—Off book—PBS digital studios [Video file]. Retrieved from <https://www.youtube.com/watch?v=nX0DHd5QNS8>

The Public. (2013). *An introduction to: Zines*. Retrieved from <http://thepublicstudio.ca/images/diy/DIY-No2-Zines.pdf>

### VIII. Resources & Materials for Students:

- Transparencies (for plain paper copier, 8.5X11)
- Sharpie markers
- Magazines
- Scissors or X-Acto knives to cut magazine pages
- Lap top or desktop computer
- Access to Internet
- Access to printer to print images

### IX. Instruction and Its Sequencing:

#### 1<sup>st</sup> Day of the Lesson: Composition (45 minutes)

#### **Introduction/Motivation:**

The students will be introduced to **composition**, specifically, the golden mean. They will view videos that explains the history, the mathematical background, and the aesthetic uses of this concept (DNews, 2016; Khan, 2011; Lynda.com see References). They will select one image from a) magazine, b) advertisement, or c) art reproductions. They will grid the golden mean on a transparency and place it on top of the image they selected. The objective of the lesson is for the students to recognize and to appraise the compositional elements of the

golden ratio in connection to the image they selected (See *Resources & Materials for Teacher* below, and embedded videos, and worksheet on website, under heading “The Formal Qualities”).

**Guided Practice**

The instructor will show the students how to measure and draw the Golden Mean on the board (see image above).

**Independent Practice**

The students will select an image, place a transparency on top of the image, and with a permanent marker (e.g., Sharpie) draw the Golden Mean grid on the transparency. They will appraise the compositional elements of the image by determining if the image follows the golden ratio through making (the grid) and discussion.

**Formative Evaluation**

The teacher will discuss with students, one-on-one, instructional steps during the learning process and re-teach if necessary.

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement.

**Classroom Management Procedures**

The teacher will establish clear classroom routines and procedures.

**Closure**

The teacher will give an overview of the Golden Mean and its uses (DNews, 2016). S/he will include the student’s work as examples of images and text that adhere (or not) to the golden ratio. Toward the end of class, the teacher will give a brief introduction/preview about color and how color is an important part of composition, which will be discussed in detail during the next class period.

**Summative Assessment**

The teacher will monitor the development and implementation of the assignment using the following rubric:

	Excellent	Good	Needs Improvement	Re-teach
Shows understanding of the concept by replicating the Golden Mean grid				
Appraises the compositional elements of the grid in connection to the image selected				
Findings				

**Comments:**

## 2<sup>nd</sup> Day of the Lesson: Color (45 minutes)

### **Introduction/Motivation:**

The students will distinguish between analogous and complementary **color schemes** by studying a set of color charts and color wheels. The goal of this lesson is for students to identify how analogous and complementary color schemes are used in art (art is broadly conceived to include graphic design, advertisement, photography, and fine arts). The students will reconsider the importance of color schemes in a future zine and public service announcement project.

Vocabulary: Analogous color schemes are colors that are next to each other on the color wheel (e.g., red, orange, yellow orange) and complementary colors are opposite each other on the color wheel (e.g., red and blue).

### **Guided Practice**

The teacher will share with the students images of his or her favorite analogous and complementary colors.

### **Independent Practice**

The students will produce two lists:

- a) Analogous and complementary colors they find most appealing
- b) Analogous and complementary colors that are not aesthetically pleasing to them

### **Formative Evaluation:**

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement.

The students will receive a check-mark for completing both color lists. The students will receive a minus if s/he does not complete both lists.

S/he will discuss with students (one-on-one) instructional steps during the learning process and re-teach if necessary.

### **Classroom Management Procedures**

The teacher will establish clear classroom routines and procedures.

### **Closure:**

The teacher will give an overview of color schemes and its uses. S/he will share some of the color lists that were produced by students with the group. Toward the end of class, the instructor will give a brief introduction/preview about typography, which will be discussed in detail during the next class period.

## 3<sup>rd</sup> Day of the Lesson: Typography (45 minutes)

### **Introduction/Motivation:**

The students will learn about **typography** by viewing a video tutorial (Ben Barrett-Forrest, 2013) and reviewing a handout that explains the ideas behind 3 different types of fonts and styles (The Public, *An Introduction to Zines*, on this website). The objective of the lesson, as supported by Nguyen, Murrillo, Killeen, & Jones (2016) is for students to analyze how typography is used to:

- a. Attract and hold the audience's attention
- b. Make text reader friendly

- c. Create harmony
  - d. Create emphasis
  - e. Create emotion
  - f. Build brand or people recognition
- See References & *Resources Materials* below, and embedded videos, and worksheet on our website, under heading “The Formal Qualities” and Lesson 3, Zine History).

### **Guided Practice**

#### **Independent Practice**

The student will practice typography on the computer. The instructor will encourage student to practice writing their name by using at least three different types of fonts, sizes, and color.

#### **Formative Evaluation:**

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement.

After viewing a **typography** tutorial video and reviewing a worksheet on font styles, the students will analyze how typography (text-design) is used to: 1) hold the audience attention, 2) create emphasis, and 3) deliver a strong visual and textual message. The students will analyze one image and write a one-page paper about one of the three aforementioned points and share the findings with the class during class discussion.

#### **Classroom Management Procedures**

Establish clear classroom routines and procedures

#### **Closure:**

The teacher will give an overview of typography, return to some of the examples shown in the typography tutorial and discuss the importance of typography to meaning making.

### **4<sup>th</sup> Day of the Lesson: Affect** (45 minutes)

#### **Introduction/Motivation:**

The teacher will introduce the notion of affect and give a working “definition” of the term. The students will view an excerpt from *The Effect of Color* video. After watching the video, the students will form small discussion groups, 3-4 students per group. The objective of the lesson is for students to see and discuss how art is used to create universal, cultural, and individual meaning.

What is affect?

A visceral feeling—an entanglement of bodily and cognitive functions  
(Brian Massumi)

A judgement rather than an emotion or an expression of an emotion  
(Theresa Brennan)

See Beavers, K. (2016). <https://www.quora.com/What-is-affect-and-affect-theory-as-it-relates-to-art-critiques>

How does art affect viewers?

- Universal
- Cultural
- Individual

See “**The Effect of Color**” video listed in the reference section below and embedded on our website.

**Guided Practice:**

Class discussion about the video and how principles and elements of design (e.g., color and typography) are used to create meaning and affect.

**Independent Practice:**

The students will have 15 minutes to find images on the Internet that reflect universal, cultural, and individual affect. They will share their findings with the class during class discussion.

**Formative Evaluation:**

The teacher will monitor the development and implementation of the assignment and provide information about how best to revise and modify for improvement.

S/he will discuss with students, one-on-one, instructional steps during the learning process and re-teach when necessary.

Given the opportunity to work in groups of 3’s, the students will analyze how art is used to create **affect** by engaging in group discussion about how universal, cultural, and individual responses in art are used to construct meaning. The teacher will facilitate and monitor the discussion.

**Classroom Management Procedures**

Establish clear classroom routines and procedures

**Closure**

The teacher will discuss the importance of affect and how art affects our understanding of others and the world around us, which is a segue to the zine lesson. The Schulman quote and material (below) can be used here or later for the public service announcement.

“As a cultural tool, art helps humanize and actualize the emotions, grievances, and fears of those who may not have another place to voice concerns. As an illustrative and journalistic tool, art shocks and inspires us to action. What art depicts can illicit [sic] a visceral, almost cellular, reaction. These 5 TED talks that follow are a testament to the power of art to affect positive change, righting, addressing and vocalizing social injustice in the world” (Shulman, 2013, Para. 1).

**X. Summative Assessment and Evaluation:** n/a

**XI. Interdisciplinary Connections:** n/a

**XII. References & Resources:**

Ari Richter. (2012 October 10). Design principles module 4 emphasis subordination directional forces [Video file]. Retrieved from <https://www.youtube.com/watch?v=qoqtnSF7io>

Beavers, K. (2016). What is “affect” and “affect theory” as it relates to art critiques. Retrieved from <https://www.quora.com/What-is-affect-and-affect-theory-as-it-relates-to-art-critiques>

- Ben Barrett-Forrest. (2013 April 28). The history of typography - Animated short [Video file]. Retrieved from <https://www.youtube.com/watch?v=wOgIkxAFJsk>
- DNews. (2014 October 24). The golden ratio vs. the rule of thirds [Video file]. Retrieved from <https://www.youtube.com/watch?v=9CiS3SU4Ik0>
- DNews. (2015 April 9). How colors affect your mood [Video file]. Retrieved from <https://www.youtube.com/watch?v=RItNMWHYZVI>
- Nguyen, K., Murillo, G., Killeen, R., Jones, L. (2016). *The big fish experience: Create memorable presentations hat reel in your audience*. New York, NY: McGraw-Hill Education
- Khan Academy. (2011 October 5). The golden ratio—Introduction to Euclidean geometry—Geometry—Khan Academy [Video file]. Retrieved from <https://www.youtube.com/watch?v=5zosU6XTgSY>
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- Lynda.com. (2014 February 13). Typography tutorial: Creating simple navigation with type—lynda.com [Video file]. Retrieved from [https://www.youtube.com/watch?v=M8\\_Af3q6A\\_k](https://www.youtube.com/watch?v=M8_Af3q6A_k)
- PBSoffbook. (2012 October 18). The effect of color—Off book—PBS digital studios [Video file]. Retrieved from <https://www.youtube.com/watch?v=nX0DHd5QNS8>
- Shulman, L. (2013, Sept.). How art creates social change in 5 TED Talks. Retrieved from <http://cloudhead.org/2013/09/03/the-power-of-art-to-affect-social-change-shown-in-5-ted-talks/>
- The Public. (2013). *An introduction to: Zines*. Retrieved from <http://thepublicstudio.ca/images/diy/DIY-No2-Zines.pdf>
- Vi Hart. (2011 December 21). Doodling in math: Spirals, Fibonacci, and being a plant [1 of 3] [Video file]. Retrieved from <https://www.youtube.com/watch?v=ahXIMUkSXX0>
- VSauce. (2013 February 17). Is your red the same as my red? [Video file]. Retrieved from <https://www.youtube.com/watch?v=evQsOFQju08>

**XIII. Art TEKS** covered in this lesson, indicated in \* bold  
<http://ritter.tea.state.tx.us/rules/tac/chapter117/ch117c.html>

§117.304. Art, Level III

§117.305. Art, Level IV

(c) Knowledge and skills covered in this lesson, indicated in \* bold

**(1) Foundations:** observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork.

(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.

(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.

#### **XIV. National Art Standards**

Anchor Standard 2: Organize and develop artistic ideas and work.

**\*see PDF at**

**<http://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>**



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