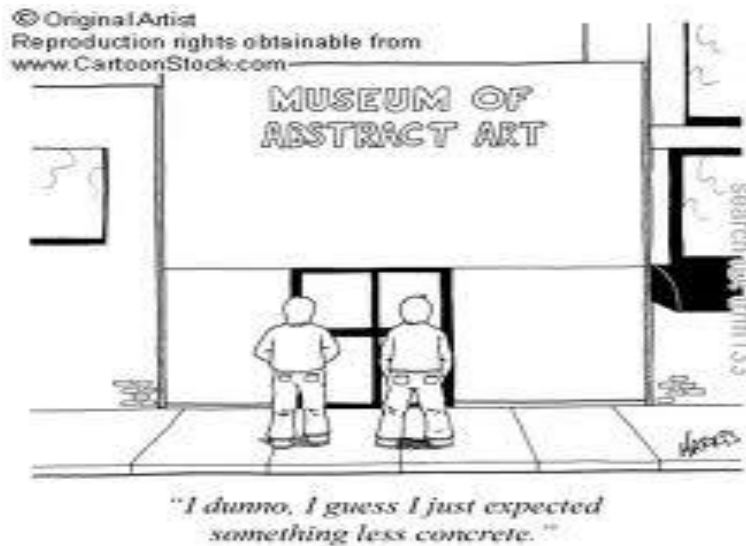


## ESSENTIAL QUESTION #2: BEAUTY IS IN THE EYE OF THE BEHOLDER



If beauty is in the eye of the beholder and everyone sees things differently, how important are the elements and principles of design in the success of photographs, print, audio and video, animation and/or web pages?

### Planning: /4.5 marks

Graphic organizers help you organize the information you are trying to convey (show) in your visual composition. You may use this graphic organizer or create one that will work for you.

Use a mind-mapping program (*Mind-Meister*) to help you visualize how you will create (or improve) your webpage. *Mind-Meister* will be demonstrated in class – you may use any mind-mapping program as long as you have teacher approval.

**Graphic Organizer (You will create your own using the web based software):**  
Website Creation using *Google Sites* and *Mind-meister*.

Questions to ask yourself: What assignments do I have to include? What hierarchy should I include when making pages? Should I use a template or should I create my own design?

### Visual Composition: /2 marks

How will you present the information you have gathered about your projects? You will have 1-2 blocks to complete this task.

## **PRESENTATION: /5 marks**

(Applying theory to your presentation)

- Principles of Design: Look at your visual composition (website). Determine where you have incorporated the principles of design in your work. The principles are: balance, emphasis, proportion (scale), repetition (rhythm, pattern), unity, contrast, harmony, proximity, variety
- What are the key characteristics for creating good webpages?
- Student Resources: PowerPoint with examples located in the hand out folder OR Google it.
- Complete the assignment chart.
- UPLOAD the analysis for this project to your website.**

You may present the information in your e-portfolio. You will be asked to present this information to the class. Determine what you are willing to share with your peers.

## **PRINCIPLES OF DESIGN: /4.5 marks**

(balance, emphasis, proportion (scale), repetition (rhythm, pattern), unity, contrast, harmony, proximity, variety)

<b>PRINCIPLE:</b>	<b>I think I used the following principle of design in my work . . .</b>
Balance (symmetrical and asymmetrical)	
Emphasis	
Proportion (scale)	
Repetition (rhythm and pattern)	
Unity	
Contrast	
Harmony	
Proximity	

Variety	
Space (Positive or Negative)	

### Evaluation Rubric:

Planning	Developing Content	Constructing	Reflection	Level
Chart: <ul style="list-style-type: none"> <li>There is little evidence of planning.</li> <li>The chart is not developed or is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Much of the content is directly copied. There is little or no original content.</li> <li>The content is inappropriate or inaccurate.</li> <li>Copy written materials are used without permission.</li> </ul>	<ul style="list-style-type: none"> <li>The response shows little care or effort.</li> <li>The quality of the response is poorly constructed</li> <li>The response is not suitable for the purpose or for the audience.</li> <li><b>Information</b> is inaccurate, inappropriate and/or is difficult to access.</li> <li>The response is <b>inefficient</b> or hard to read.</li> </ul>	<ul style="list-style-type: none"> <li>Responses show little analysis of the visual composition</li> <li>Cannot indicate where or how the design elements are used in the composition</li> <li>Cannot state why design elements are applied</li> </ul>	1
				2
Chart: <ul style="list-style-type: none"> <li>A detailed plan is created that covers the development process.</li> <li>A script is developed which contains an acceptable level of detail.</li> </ul>	<ul style="list-style-type: none"> <li>Some elements of the content are quoted. The quoted material is acknowledged appropriately.</li> <li>The majority of the content is original.</li> <li>Where copy written materials are used and permission has been sourced for its use.</li> <li>The student uses royalty free materials like music.</li> <li>The student creates or generates his own media.</li> <li>The content is appropriate or accurate</li> </ul>	<ul style="list-style-type: none"> <li>The response shows care and effort.</li> <li>The quality of the response is excellent</li> <li>The <b>purpose</b> of the digital response is clearly stated.</li> <li>The digital response is suitable and appropriate for the purpose, it conveys information easily and shows imagination and care.</li> <li>The <b>information</b> is accurate or appropriate.</li> <li>The intended <b>audience</b> is clearly stated.</li> <li>The digital response is design for its intended audience.</li> <li>The digital response is <b>efficient</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Responses are a thorough examination of the visual composition</li> <li>Student has indicated with precision where and how the design element has been used in the visual composition</li> <li>Student has stated why the design element was applied in the visual composition</li> </ul>	3
				4

### EVALUATION LINKS:

/9 marks - Visual Composition (Outcome 1.2 – principles + graphic organizer)

/2 marks – Media (Outcome 1.2 – key characteristics – web pages)

/5 marks - E-Learning (Outcome 1.1 - website)

**CURRICULAR LINKS:**

- Visual Composition: Outcome 1.2 (application of the Principles of Design)
- Media: Outcome 1.2 (key characteristics of media)
- E-Learning: Outcome 1.1 (Communication, etiquette, rights and responsibilities, security)