



# CHAPTER-3



## Design Fundamentals

### Objective

- i) To introduce the students to the meaning of design
- ii) To develop an understanding of elements of design and principles of design
- iii) To develop design vocabulary, an essential tool for practicing as designers
- iv) To develop skills of visualization and communication using design fundamentals

### Learning Outcome

After completion of the unit, the students shall be able to do the following:

- i) Demonstrate their understanding of Elements of Design
- ii) Demonstrate their understanding of Principles of Design
- iii) Use basic design language
- iv) Develop the ability to translate abstract, sensorial ideas into visual language

### Content

- 3.1 Design, Designer and Design Process
- 3.2 Elements of Design - Dot, Line, Shape and Texture
- 3.3 Colour Theory and Psychology of Colours - Hue, Tint, Shade, Tone, Colour Schemes, the Language and Psychology of Colour
- 3.4 Principles of Design - Rhythm, Balance, Proportion, Emphasis

### Teaching Pedagogy

- 1. Class lectures and practical demonstrations
- 2. Presentations and discussions in class
- 3. Review and feedback on assignments

### Mode of Assessment and Evaluation

- 1. Written test to assess and evaluate knowledge and understanding
- 2. Practical assignments to assess and evaluate application and skills



3. Activities at the end of each section to assess the acquired learning
4. Class presentations to develop presentation skills
5. Visits to markets, museums and exhibitions in order to develop observational skills, research and analytical approach to learning

## Reference Material

1. **Basic Fashion Design 01:** Research and Design by Simon Seivewright. AVA Publishing
2. **Basic Fashion Design 02:** Textiles and Design by Jenny Udale. AVA Publishing
3. **Colour - Messages and Meanings:** A Pantone Colour Resource by Leatrice Eisemann. Hand Books Press
4. **Pantone Guide to Communicating with Colours** by Leatrice Eisemann. Grafix Press, Ltd.

## Scheme of Chapterization

**Section 3.1** defines the introductory terms including design, designer and design process. To understand role of designer, students have to initially understand similarities and differences in approach of a designer and an artist. The role of designer for creating a viable design has been discussed. The description of design process focuses on the relationship between form and function with suitable examples.

**Section 3.2** introduces the elements of design as fundamental constituents of design compositions. The attributes of point, line, shape and texture are discussed in detail. Their usage in day-to-day objects is presented with pictorial examples. It explains interpretation of verbal expression for design development.

**Section 3.3** discusses the importance and usage of color in visual communication through design. It describes the key terms of colour attributes including hue, tint, shade, tone and colour schemes. The colour theory and colour schemes have been discussed using Prang system. The form affects the intellect while the color evokes emotions. The meaning of colours is discussed with pictorial examples for demonstration of colour psychology.

**Section 3.4** elaborates principles of design as essential terminology used by design professionals. The attributes of rhythm, balance, emphasis and contrast are discussed in detail. Their presence in day-to-day objects is presented using pictorial examples. It explains how rhythm, balance, emphasis and contrast can be used as tools for designing products and spaces.



# Fashion Studies

## ANSWER KEYS TO OBJECTIVE QUESTIONS IN THE CHAPTER

### Exercise 3.1

#### True or False

1. Designing is a conscious, logical yet creative activity. **True**
2. A designer only improves the outside beauty and aesthetics of an object. **False**
3. The designer's tools are the elements and principles of design. **True**
4. An artist improves the use and functioning of an object. **False**
5. For creating good designs a method, a plan, a reason, and a process are involved. **True**

### Exercise 3.2

#### Fill in the blanks:

- ❖ When a line crosses itself or intersects with other lines, it forms a shape.
- ❖ In a composition filled or solid portion is called positive space while the space around the filled portion is called negative space.
- ❖ An element of design characterized as a mark with length and direction is termed as line.
- ❖ When the points used in a regular repetition they form a pattern or design.

#### Match the following:

- |                    |   |
|--------------------|---|
| ❖ Geometric shapes | Rigid, regular and precise in nature                |
| ❖ Organic Shapes   | Free flowing, informal and irregular                |
| ❖ Textures         | Add tactile interest to the surface appearance      |
| ❖ Lines            | Categorized as organic, rigid and differing weights |

### Exercise 3.3

#### Fill in the blanks:

- ❖ Light value of a hue is termed as tint and dark value of a hue is termed as shade.
- ❖ Secondary colours are achieved by mixing any two primary colours in equal proportion.

❖ A pair of two colors, situated directly opposite each other in a colour wheel is termed as complimentary colour scheme.

❖ Red colour symbolizes the strong-willed and strong emotions.

### Match the following:

- |                           |   |
|---------------------------|---|
| ❖ Analogous colour scheme | Set of three colors, situated side by side in color wheel                   |
| ❖ Tertiary colours        | Achieved by mixing one primary and one secondary colour in equal proportion |
| ❖ Tone                    | Termed as saturated form of a hue   |
| ❖ White                   | Symbolizes silence, peace and purity  |

### Exercise 3.4

#### Fill in the blanks:

- ❖ The recurrence or alternation of design elements, often with defined intervals between them is termed as rhythm.
- ❖ Progressive rhythm achieved by increasing or decreasing occurrence of design elements.
- ❖ Visual equality of positive and negative spaces in a design is termed as balance.
- ❖ Emphasis is used to attract attention of the observer in one area of a design.

#### Match the following:

- |                   |   |
|-------------------|---|
| ❖ Rhythm          | Creates a sense of movement to the observer                         |
| ❖ Checkered board | Symmetrical balance   |
| ❖ Emphasis        | Particular portion of the design grabs more attention than the rest |
| ❖ Contrast        | Comparison of elements within a design                              |