

Lesson Exemplar in Visual Graphic Design

Quarter 1

Lesson
1

Lesson Exemplar for Visual Graphic Design
Quarter 1: Lesson 1

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
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Bureau of Learning Delivery
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Semester	FIRST	Quarter	FIRST
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I. OBJECTIVES	
Content Standard	The learners demonstrate knowledge and understanding of fundamental principles and trends of visual graphic design needed in creating logo designs and print media design using appropriate software, tools, and materials based on industry standards.
Performance Standard	The learners create logo designs and print media design using appropriate software, tools, and materials based on industry standards.
Learning Competencies	The learners discuss the fundamental principles of visual graphic design.
II. REFERENCES and MATERIALS	<p>Reference: Graphic Design School, Thames & Hudson, 2023, Quarto Publishing plc. TESDA Training Regulations: Visual Graphic Design NC III</p> <p>6 Fundamental Youtube Video Tutorials:</p> <ul style="list-style-type: none"> - Graphic Design Fundamentals (6: 26) https://youtu.be/YqQx75OPRa0?list=PLx03_0RRvUEE8w_ipVLwBjr9glIU9G8M - Beginning Graphic Design: Color (6:32) https://youtu.be/_2LLXnUdUIc?list=PLx03_0RRvUEE8w_ipVLwBjr9glIU9G8M - Beginning Graphic Design: Typography (6:24) https://youtu.be/sByzHoiYFX0?list=PLx03_0RRvUEE8w_ipVLwBjr9glIU9G8M - Beginning Graphic Design: Layout and Composition (5:15) https://youtu.be/a5KYIHNKQB8?list=PLx03_0RRvUEE8w_ipVLwBjr9glIU9G8M - Beginning Graphic Design: Images (5:47) https://youtu.be/MELKuexR3sQ?list=PLx03_0RRvUEE8w_ipVLwBjr9glIU9G8M - Beginning Graphic Design: Branding & Identity (6:27) https://youtu.be/1-S2Y3SF3mM?list=PLx03_0RRvUEE8w_ipVLwBjr9glIU9G8M
<i>(These parts shall be accomplished per learning competency)</i>	
LO 1: LAS 1 : Duration: 2 Hours	
III. CONTENT	Fundamental Principles of Visual Graphic Design

	<ul style="list-style-type: none"> • Elements of Design (Line, Shape, Space, Color, Texture, Typography, Motion, Scale/Size, Dominance and Emphasis) • Principles of Visual Design and Communication (Balance, Contrast, Emphasis, Proportion, Hierarchy, Repetition, Rhythm, Unity) • Relevant Laws and Legislation • File Types/Naming Convention • Basic Measurements and Resizing 	
IV. LEARNING OBJECTIVE	At the end of the lesson, learners should be able to: - explain the core principles of visual graphic design , including balance, contrast, emphasis, alignment, repetition, proximity, and white space. (Knowledge and Understanding)	
IV. PROCEDURES	ACTIVITIES	ANNOTATION
A. Activating Prior Knowledge	<p>A1. Activating Prior Knowledge (10 min)</p> <p>Learning Activity Sheet 1 (LAS 1) introduces the basic knowledge and skills required for learners to effectively engage in Visual Graphic Design. It focuses on the preliminary competencies outlined in the MATATAG Curriculum for EPP/TLE-ICT (Grades 4–10), which serve as prerequisites for understanding the fundamental principles of Visual Graphic Design NC III.</p> <p>The learning material includes the following suggested activities:</p> <p>Activity AI. Pre assessment activities Part 1: Self checklist on Preliminary Competencies (MATATAG Curriculum: EPP/TLE-ICT_Grades 4 -10)</p> <p> LAS 1 : ACTIVITY NO. 1: Pre Assessment Activities</p>	<p>Activity AI. Part 1 & 2 are considered pre-assessment on learner's prior knowledge / preparedness towards the topic.</p> <p>The Self checklist Tool The self-checklist (Part 1) serves as a diagnostic tool that helps learners recognize their existing ICT skills and identify areas for improvement—forming the foundation for more advanced competencies required in Visual Graphic Design NC III (Part 2).</p> <p>Use this checklist tool at the beginning of a Visual Graphic Design Learning Material : LAS – 1. This can be used to analyze common gaps to differentiate instruction or plan remedial activities for learners needing support.</p> <p>By understanding their current strengths and gaps, learners can better appreciate the relevance of design principles in real-world applications and align their growth with industry expectations, job qualifications, and TESDA standards for graphic design professionals.</p>

Learner Preliminary Competencies Checklist Tool

The learner will tick ✓ the appropriate column based on their confidence or experience level. They may write notes under "Comments" for areas they want to improve.

Preliminary Competency Area	<i>I can do this confidently</i>	<i>I need more practice</i>	<i>I haven't learned this</i>	<i>Comments (optional)</i>
1. Use a web conferencing tool (Zoom, MS Teams, Google Meet) for school activities.				
2. Participate in a virtual meeting or class with proper etiquette.				
3. Understand and apply basic block coding (e.g., using Scratch or Blockly).				
4. Convert between binary, decimal, and hexadecimal number systems.				
5. Identify and explain the purpose of ICT tools used in online marketing (e.g., Canva, Facebook Page, e-commerce platforms).				
6. Create a simple online marketing post using free tools (e.g., social media graphics).				

Performance Task Assessments

Option 1: Teachers shall select from a range of instructional activities that effectively connect students' personal experiences with real-world visual and graphic design materials they see every day, fostering practical understanding, creativity, and relevance.

This standard aligns with the DepEd's emphasis on integrating real-world applications and fostering creativity.

Option 2: Teachers shall provide a variety of learning activities that serve as motivational tools to stimulate learners' interest, creativity, and engagement in visual graphic design concepts and practices.

As part of Learning Activity Sheet 1 (LAS 1), learners are introduced to the career pathways and industry relevance of a Visual Graphic Designer at the NC III level through the pre-assessment activity (**Part 3 : Career Pathways and Industry Relevance**) **“Visual Graphic Design in the Real World.”**

This activity is aligned with TESDA Training Regulations and supports Senior High School career exploration standards by connecting the basic competencies with real-world graphic design roles.

7. Understand how telecommunication works (mobile phones, internet connectivity, SIM cards, etc.).				
8. Identify basic components of a computer and their functions.				
9. Perform basic computer servicing tasks (e.g., cleaning hardware, checking connections, rebooting systems).				
10. Create a simple illustration using digital or traditional drawing tools.				
11. Understand basic animation principles (e.g., motion, frame-by-frame) using simple software or apps.				

Part 2: Lesson Activity Assessments

NOTE: (*) These are optional and alternative activities and are not included the LAS.

- A. Visual Discovery Activity (What Do You See ?) (*)
- B. Word Association Brainstorm (Design Words) (*)
- C. Group Activity (“Good vs. Bad Design Detective ”) (*)

Performance Task Activities (*), including instructional materials in Option 1 or 2, are purposely localized and contextualized to help learners relate visual graphic

design concepts to real-world settings, community practices, and everyday visual materials—promoting meaningful learning, engagement, and practical application.

Option 1: (10 mins per activity) (*)

Activity 1: “Design Around Us” (10 min)

- Show students **real or local samples** of design materials (e.g., a local sari-sari store sign, a tricycle route sign, barangay tarpaulins).
- Ask:
 - "What do you notice about these designs?"
 - "Which one looks clearer or more eye-catching? Why?"

Activity 2: “*Design in Our Community*” (10 min)

- Show local design materials: school flyers, barangay announcements, product labels from local stores.
- Ask: “Which of these designs do you think is effective or easy to read? Why?”
- Let students share thoughts with a seatmate or small group.

Option 2: Suggested Activities (*)

- **Mini-Lecture with Visual Slides** – Introduce each principle with image-rich examples.
- **Gallery Walk** – Post various sample designs around the room. Students rotate in groups to observe and list which principles are evident.
- **Graphic Design Principle Card Game** – Match terms with definitions and visual examples.

Part 3: The career pathways and industry relevance

Worksheet # 1: Career Reflection

Name: _____ **Section:** _____
Date: _____

What do Visual Graphic Designers do in the workplace?

Write a short description in your own words:

Which industries or companies need graphic designers?

List 2-3 examples (local or global):

What skills do I already have that will help me in this career?

E.g., Drawing, using Canva, editing photos

What skills or tools do I want to improve on?

(E.g., Learning Photoshop, understanding design rules)

Would I consider this as a career in the future? Why or why not?

Explain in 2–3 sentences:

Career Reflection Worksheet Scoring Rubric (Total: 20 points)

Criteria	Excellent (5 pts)	Good (4 pts)	Satisfactory (3 pts)	Needs Improvement (1-2 pts)
1. Understanding of Role	Provides a clear, accurate, and thoughtful explanation of a graphic designer's role.	Gives a mostly clear explanation with minor gaps or generalization	Basic description, may lack detail or show limited understanding	Incomplete or inaccurate response.
2. Industry Awareness	Lists 2-3 relevant and well-known industries/companies (local/global) appropriately	Lists 2-3 industries/companies, but some may be too general or not as relevant.	Lists only 1-2 examples, with limited relevance or specificity.	No clear or relevant examples provided.
3. Self-Assessment of Skills	Thoughtfully identifies current	Identifies some relevant skills	Lists basic or vague skills	Provides few or no

	<table><tr><td></td><td>skills relevant to graphic design.</td><td>with minor detail.</td><td>with little connection to the career.</td><td>relevant skills.</td></tr><tr><td>4. Reflection & Career Interest</td><td>Gives a clear, personal, and reflective answer with logical reasons for interest.</td><td>Gives a clear reason with some reflection on career interest.</td><td>Provides a reason, but lacks depth or personal insight.</td><td>Response is unclear, off-topic, or missing.</td></tr></table>		skills relevant to graphic design.	with minor detail.	with little connection to the career.	relevant skills.	4. Reflection & Career Interest	Gives a clear, personal, and reflective answer with logical reasons for interest.	Gives a clear reason with some reflection on career interest.	Provides a reason, but lacks depth or personal insight.	Response is unclear, off-topic, or missing.	
	skills relevant to graphic design.	with minor detail.	with little connection to the career.	relevant skills.								
4. Reflection & Career Interest	Gives a clear, personal, and reflective answer with logical reasons for interest.	Gives a clear reason with some reflection on career interest.	Provides a reason, but lacks depth or personal insight.	Response is unclear, off-topic, or missing.								
A2. Establishing the Purpose of the Lesson												
<p>Learning Activity Sheet (*) includes the elements of design and the visual design and communication. <i>(Knowledge and Understanding)</i></p> <p>Activity A2: LAS 1: “Why Does Design Matter?” (10 min)</p> <ul style="list-style-type: none">Brief discussion using a few relatable images (e.g. a school club poster vs. a popular brand ad).Guided questions:<ul style="list-style-type: none">"Why do we need good design?""How can it help us in real life – in school, in business, in our community?"Present the lesson objectives in simple terms:			<p>The teacher facilitates guided questioning to activate prior knowledge and lead learners toward understanding the lesson’s main objectives.</p> <p>Teacher Tips:</p> <ul style="list-style-type: none">Use local examples or school materials (e.g. school publications, or former students working in the design field, or in a community events) to make careers more relatable.Keep the activity conversational, not formal-allow students to reflect naturally and share ideas freely.Allow the worksheet in writing, or conduct it as a guided class discussion depending on time and classroom setup.									

	<ul style="list-style-type: none"> ○ "Today, we will explore <i>how to make things look nice and clear</i> through simple design rules that professionals use." 	
B. Instituting New Knowledge	<p>B1. Presenting Examples</p> <p>Option 1:</p> <p>Activity BI: "Design Spotting" (15 min) (*)</p> <ul style="list-style-type: none"> • "Presents side-by-side examples of visual materials that demonstrate both effective and ineffective use of design principles to foster critical analysis and visual literacy among learners. • Discuss each principle briefly: <ul style="list-style-type: none"> ○ Balance – symmetry or visual weight ○ Contrast – difference in color or size ○ Emphasis – what grabs attention ○ Alignment – neatness and order ○ Repetition – consistent elements ○ Proximity – grouping related info ○ White Space – empty space for breathing room <p>Option 2:</p> <p>Activity B1: "Good vs. Bad Design" (15 min) (*)</p> <ul style="list-style-type: none"> • Show side-by-side visuals of well-designed and poorly designed posters. • Ask students to point out what makes one better than the other (color, space, alignment, etc.) <p>Note : Showing photos/illustrations that demonstrate Good or Bad Design on the following principles:</p> <ul style="list-style-type: none"> ○ Balance – symmetry or visual weight ○ Contrast – difference in color or size ○ Emphasis – what grabs attention ○ Alignment – neatness and order ○ Repetition – consistent elements ○ Proximity – grouping related info 	<p>Activity B1: Option 1 and 2: These activities help students identify and understand the proper application of key design principles such as alignment, hierarchy, contrast, and white space.</p> <p>This is to develop students' ability to critique and apply design principles in their own work.</p> <p><i>Contextual Tip: Incorporation of locally relevant examples, such as a poster from a local festival or school event, to enhance students' connection to real-world design applications.</i></p>

	<ul style="list-style-type: none"> ○ White Space – empty space for breathing room 	
	<p>B2. Discussing the Concept</p> <p>Teacher Input: Briefly explain each principle using slides or a board with visuals.</p> <p>Learner’s concept activities: (*)</p> <p>Option 1: Activity B2: “Design Vocabulary Building” (15 min)</p> <ul style="list-style-type: none"> • Use a graphic organizer or foldable with the 7 principles. Students fill it in with a simple definition and a sample image or idea. <p>Option 2: Activity B2: “<i>Design Principle Organizer</i>” (20 min)</p> <ul style="list-style-type: none"> • Provide a 7-box graphic organizer. • Students complete each box with: <ul style="list-style-type: none"> ○ Name of principle ○ Meaning in simple words ○ Quick sketch or example 	<p>The teacher may introduce the essential concept using either a teacher-prepared input or learner-centered concept activities, selecting from Option 1 or Option 2 as alternative learning approaches.</p>
	<p>B3. Developing Mastery</p> <p>Option 1: (*) Activity B3: “Design Matching Challenge” (20 min)</p> <ul style="list-style-type: none"> • In groups, students are given cards with mini design examples and principle names. • They must match the example to the correct principle and explain their reasoning. • Use local themes (e.g., a barangay festival poster, a local food menu, an event invitation). <p>Option 2: (*) Activity B3: “<i>Design Principle Match</i>” (15 min)</p>	<p>(Options 1 & 2) are provided as alternative lesson activities designed to reinforce learned concepts and support learners in developing mastery through independent practice, problem-solving tasks, application exercises, and peer collaboration.</p>

	<ul style="list-style-type: none"> • Group game: Give each group design flashcards (images) and term cards (e.g., Contrast, Proximity). • Match the image with the correct principle and explain their choice. 	
C. Demonstrating Knowledge and Skills	<p>C1. Finding Practical Application</p> <p>Option 1: (*) Activity C1: “Design Makeover Task” (20 min)</p> <ul style="list-style-type: none"> • Learners receive a poorly designed school project poster or barangay announcement. • In pairs, they suggest improvements using at least 3 design principles. Students will sketch a quick improved version. <p>Option 2: (*) Activity C1: “<i>Design Makeover</i>” (20 min)</p> <ul style="list-style-type: none"> • Each pair gets a poorly designed barangay or school poster. • Task: Identify problems and sketch a better version using at least 3 principles. Example: “Fix a messy PTA meeting announcement.” 	Optional lesson activities (Options 1 & 2) are provided to teachers that promote engaging, practical application of concepts through the use of local or contextualized graphic images, highlighting their impact on the community, school, and global environment.
	<p>C2. Making Generalization</p> <p>Option 1: (*) Activity C2: “Design Checklist Talk” (10 min)</p> <ul style="list-style-type: none"> • As a class, create a checklist of “What makes a design good?” based on the principles. • Example items: “Is it aligned?”, “Is the important info clear?”, “Is there enough white space?” <p>Option 2 (*) Activity C2: “<i>What Makes a Good Design?</i>” (10 min)</p> <ul style="list-style-type: none"> • Class creates a checklist: 	These are suggested structured lesson activity checklists (Options 1 & 2) to guide learners in synthesizing key concepts and formulating conclusive takeaways during lesson generalization.

	<ul style="list-style-type: none"> ○ Is it easy to read? ○ Is the main message clear? ○ Are the colors balanced? ○ Is there enough space? • Write on board or chart. 	
	<p>C3. Evaluating Learning</p> <p>Option 1 (*)</p> <p>Activity C3: “Exit Reflection Ticket” (20 min)</p> <ul style="list-style-type: none"> • Each learner completes a reflection slip answering: <ol style="list-style-type: none"> 1. What is one principle you understand best and why? 2. Where can you use good design in your life (school, online, business)? 3. Rate your confidence from 1 to 5 in using these principles. <p>Option 2: (*)</p> <p>Activity C3: “Exit Reflection Card” (10 min)</p> <ul style="list-style-type: none"> • Ask learner to write: <ol style="list-style-type: none"> 1. One design principle they remember well 2. Where they might use it in real life (e.g., group project, small business, Facebook post) <p>Contextualization and Localization Tips:</p> <ul style="list-style-type: none"> • Use local signage, festival posters, small business logos, or announcements familiar to learners. • Encourage them to redesign materials they encounter daily, like a barangay clean-up notice or school club flyer. 	<p>Teachers are provided with (Activity C3 : Option 1 or 2 to choose from) as an alternative structured evaluation lesson activity to determine the level of the learners’ understanding and skill learned through assessment tools.</p>

C4. Additional Activities (*)

Activity C4: Reinforcement / Differentiated Practice (30–40 minutes)

Learner Support Level: Can be adjusted for enrichment or remediation. It strengthen understanding of visual design principles through critique, collaboration, and creative redesign.

Directions:

1. **Analyze an Existing (Flawed) Design.** In pairs or small groups, the learner examines a flyer or poster with intentional design flaws (*provided by the teacher or sourced from real examples*).
2. **Critique and Discuss.** The learner identifies at least three violated design principles (*e.g., alignment, contrast, hierarchy*).


Learner discusses why these principles were not applied effectively and how they affect the message or appearance.
3. **Redesign with Purpose.** Collaboratively, the learner redesigns the flyer using pen and paper or digital tools (like Canva, PowerPoint, etc.) ensuring that the revised design clearly applies proper visual principles.
4. **Present and Reflect.** The learner shares their new design with the class by explaining their revisions using design vocabulary (*e.g., balance, spacing, typography*) and justifying their creative choices.

Learning Support Adaptation:

- For struggling learners: Provide a design principle checklist or word bank for guidance.
- For advanced learners: Challenge them to apply more than five principles and justify design decisions using professional terminology.

Activity C4 is provided as reinforcement or enrichment through differentiated practice exercises, a learning support adaptation both for advanced and struggling learners, and a ready **Student Worksheet # 2 (Performance and Written Tasks)** designed to support diverse learners.

V. ASSESSMENTS	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Participation in discussions and matching activity • Completed graphic organizer • Sketches from Design Makeover activity <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Short Quiz (optional): 5 items matching principles to definitions or examples • Exit Reflection Card: Checks understanding and real-life application <p>Materials and Resources:</p> <ul style="list-style-type: none"> • Projector or printed design samples • Markers, bond paper, sticky notes or index cards • Graphic organizer template • Flashcards for group activity • Local sample posters/flyers (print or photo) <p>Localization Tips:</p> <ul style="list-style-type: none"> • Use barangay documents, school event posters, business ads examples. • Allow learners to apply design principles to something familiar (e.g., fix a poster for their school club or family business). 				
LO 2: Duration: 2 Hours					
III. CONTENT	<p>Fundamental Principles of Visual Graphic Design</p> <ul style="list-style-type: none"> • Elements of Design (Line, Shape, Space, Color, Texture, Typography, Motion, Scale/Size, Dominance and Emphasis) • Principles of Visual Design and Communication (Balance, Contrast, Emphasis, Proportion, Hierarchy, Repetition, Rhythm, Unity) • Relevant Laws and Legislation • File Types/Naming Convention • Basic Measurements and Resizing 				
IV. OBJECTIVES	<p>At the end of the lesson, learners should be able to:</p> <p>analyze real-world examples of graphic design and explain how the fundamental principles (balance, contrast, emphasis, alignment, repetition, proximity, white space) are applied. <i>(Critical Thinking and Application)</i></p>				
IV. PROCEDURES	<table border="1"> <thead> <tr> <th data-bbox="472 1331 1361 1390">ACTIVITIES</th><th data-bbox="1361 1331 2132 1390">ANNOTATION</th></tr> </thead> <tbody> <tr> <td colspan="2" style="height: 100px;"></td></tr> </tbody> </table>	ACTIVITIES	ANNOTATION		
ACTIVITIES	ANNOTATION				

<p>A. Activating Prior Knowledge</p>	<p>A1. Activating Prior Knowledge</p> <p>Learning Activity Sheet composes lesson activities where learners analyzes real world examples of various graphic designs and context.</p> <p> LAS 1 : ACTIVITY NO. 2: Fundamental Principles in the Real World</p> <p>Pre-Assessment: Objective-Type Questions Instructions: Choose the correct answer from the given options.</p> <p>1. Which of the following best describes the principle of contrast in design? A. Using the same fonts and colors throughout B. Creating visual differences using color, size, or shape C. Arranging text evenly on a page D. Leaving empty space around objects</p> <p><u>ACTIVITY OPTION A1:</u></p> <p>Option 1 : (10 min) (*) Activity A1: “Design Hunt Around You”</p> <ul style="list-style-type: none"> • Ask learners to identify and share a poster, label, or advertisement they’ve seen around their community or online. • Questions: <ul style="list-style-type: none"> ○ “What made you notice it?” ○ “Was it easy to understand?” <p>Activity 2: “Show Me a Design” (10 min) (*)</p>	<p>After reviewing the core principles of VGD NC III in previous lessons, the teacher facilitates either:</p> <ul style="list-style-type: none"> ➤ Objective Type Questions. ➤ Activity Option A1. Option 1 or 2 <p>Activity AI: These Objective Type Questions can be delivered in a short quiz format (oral, written, or digital) before moving to the “Why Does Design Matter?” activity. It serves to refresh student knowledge and inform the teacher about areas to reinforce during the upcoming discussion.</p> <p>Activity Option A1. Option 1 or 2 to activate prior knowledge and foster critical thinking, enabling the application of these principles through simulation.</p> <p>A variety of lesson strategies are provided for the teacher to choose from, motivating learners to engage in critical thinking and apply concepts effectively.</p>
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	<ul style="list-style-type: none"> Teacher shows 3–4 local graphic materials (e.g., barangay flyers, school posters, local food packaging). Learners give quick reactions: “Which one do you like best? Why?” <p>Option 2 : Suggested Activities (10 min) (*)</p> <ul style="list-style-type: none"> Case Study Analysis – Provide learners with real or simulated client materials (ads, posters, logos). Ask them to break down how principles were applied. 	
	<p>A2. Establishing the Purpose of the Lesson (10 min)</p> <p><u>ACTIVITY A1:</u> “ Why Design Matters in Everyday Life”</p> <p>Option 1 (*) Activity: “Why Design Matters in Our Lives” (10 min)</p> <ul style="list-style-type: none"> Brief class discussion with visual examples. Teacher explains the real-life application of design principles in jobs (e.g., marketing, business, events) and in learner’s tasks (e.g., presentations, project posters). <p>Option 2 (*) Design Detective Activity – Learners will work in pairs to critique random design samples using a checklist of principles.</p>	<p>The teacher introduces the main purpose of the lesson by emphasizing clear learning objectives that guide learner focus and highlight real-life relevance.</p> <p>Optional learning activities are provided to enhance critical thinking and deepen understanding of the topic's importance.</p>
B. Instituting New Knowledge	<p>B1. Presenting Examples (15 mins)</p> <p><u>ACTIVITY B1</u> : “Spot the Difference: Design in Action”</p> <p>Option 1: “Real vs. Revised” (15 min) (*)</p>	<p>The following options present strategies for showcasing various design examples from learning</p>

	<ul style="list-style-type: none"> • Present original and improved versions of local visual materials. • Ask: “<i>What’s better in the new version? What changed?</i>” <p>Option 2: “Spot the Principles” (15 min) (*)</p> <ul style="list-style-type: none"> • Display or distribute various design examples. <p>Learners highlight or annotate elements (balance, contrast, etc.) they observe.</p>	<p>materials or visual aids to facilitate effective critique and analysis.</p> <p>The teacher may use other simulations to present real-world examples, facilitating interactive learning and the application of key concepts.</p>
	<p>B2. Discussing the Concept</p> <p>ACTIVITY B2: Design Principles in Focus</p> <p>Option 1 (*) Activity: Interactive Discussion (15 min)</p> <ul style="list-style-type: none"> • Recap the seven principles with quick definitions and examples. • Use a visual chart or anchor poster with student input. • Encourage students to connect principles with real-world materials. <p>Option 2 (*) Activity: Think-Pair-Share – Learners choose a design, analyze it individually, then compare insights with a partner before sharing to the class</p>	<p>The following activity options are provided to support teachers in guiding learners to critically analyze, compare insights, and apply design principles in innovative and broader contexts.</p> <p>The teacher may use other simulation activity to present real-world examples, facilitating interactive learning and the application of key concepts.</p>
	<p>B3. Developing Mastery</p> <p>ACTIVITY B3: Applying Principles: From Observation To Critique.</p> <p>Option 1 (*) Activity: “Design Detective” Group Work (20 min)</p> <ul style="list-style-type: none"> • Groups analyze a printed/digital design. • Identify at least 4 design principles applied and explain their function. 	<p>These suggested learning activities are designed to help learners develop mastery through critical thinking and engagement in challenging, real-world tasks.</p>

	<p>Option 2 (*) Activity: “Design Critique Carousel” (20 min)</p> <ul style="list-style-type: none"> Set up stations with different local design examples. <p>Learners rotate in small groups, critique each piece, and record comments on how principles were used.</p>	
C. Demonstrating Knowledge and Skills	<p>C1. Finding Practical Application</p> <p><u>ACTIVITY C1: “Real-World Redesign: Applying Design Principles in Practice”</u></p> <p>Option 1 (*) Activity : “Redesign Challenge” (20 min)</p> <ul style="list-style-type: none"> Learners are given a poorly designed flyer (e.g., local job fair, PTA meeting). In pairs, they sketch improvements, applying at least 4 design principles. <p>Option 2 (*) Activity: “Local Product Makeover”</p> <ul style="list-style-type: none"> Learners select a real product from the community (e.g., local kakanin, soap, bottled water). <p>Create a new label or ad layout applying design principles.</p>	<p>These activities provide practical applications of mastered VGD NC III competencies, with suggested options to support teachers in lesson facilitation and to engage learners in critical thinking and decision-making through real-world scenarios.</p> <p>The teacher may use other simulation contextualized activity materials to present real-world examples, facilitating interactive learning and the application of key concepts.</p>
	<p>C2. Making Generalization (10 mins)</p> <p><u>ACTIVITY C2: “What Makes a Good Design? Let’s Summarize!”</u></p> <p>Activity: “Design Rules We Learned” (10 min) (*)</p> <ul style="list-style-type: none"> Learner will list down 3–5 takeaways about what makes a design effective. Share responses with the class. Teacher consolidates ideas into a checklist on the board. 	<p>These key activities allow learners to generalize and summarize proper rules, conventions, elements, and techniques in visual graphic design, concluding with takeaways that reinforce the real-world application of VGD NC III competencies.</p>

	<p>C3. Evaluating Learning</p> <p>ACTIVITY C3: “Exit Reflection: Design Principles in Action”</p> <p>Activity: Exit Reflection – “Design Principles in Action” (10 min) (*)</p> <ul style="list-style-type: none"> Prompts: <ul style="list-style-type: none"> “Which design principle do you think is most important? Why?” “Where did you see this principle used effectively today?” <p>Assessment Tools:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none"> Observation during critique/discussion activities Group feedback from design analysis Completion of “Design Detective” worksheet or critique carousel form <p>Summative Assessment:</p> <ul style="list-style-type: none"> Redesign Challenge output (evaluated using a rubric on clarity, relevance, and correct use of principles) Exit Reflection 	<p>Activity exits are to be facilitated to assess learners’ acquired knowledge and skills, emphasizing on exit reflections to inform the teacher’s evaluation of the effectiveness of instruction and the extent of learning.</p>
	<p>C4. Additional Activities</p> <p>ACTIVITY C4 (*). Learners will independently or in pairs search for three real-world visual designs (e.g., posters, ads, packaging, social media graphics) either around the school, in print media, or online. They will then select one design, analyze and document, then present a short summary how at least four core principles (e.g., balance, contrast, alignment, white space) are applied in the chosen design using a Design Scavenger Worksheet.</p> <p>Design Scavenger Worksheet Rubric (10 points total):</p>	<p>Activity C4. The teacher provide additional activities as an alternative enhancement or remedial lesson to learners needs.</p>

	<table><tr><th>Criteria</th><th>Pts</th><th>Points Earned</th></tr><tr><td>Identified and described 4+ principles clearly</td><td>4</td><td></td></tr><tr><td>Explained how each principle is used effectively</td><td>4</td><td></td></tr><tr><td>Clarity and effort in analysis and presentation</td><td>2</td><td></td></tr></table>	Criteria	Pts	Points Earned	Identified and described 4+ principles clearly	4		Explained how each principle is used effectively	4		Clarity and effort in analysis and presentation	2		
Criteria	Pts	Points Earned												
Identified and described 4+ principles clearly	4													
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Clarity and effort in analysis and presentation	2													
ASSESSMENTS	<p>Assessment Tools:</p> <p>Formative Assessment:</p> <ul style="list-style-type: none">• Observation during critique/discussion activities• Group feedback from design analysis• Completion of “Design Detective” worksheet or critique carousel form <p>Summative Assessment:</p> <ul style="list-style-type: none">• Redesign Challenge output (evaluated using a rubric on clarity, relevance, and correct use of principles)• Exit Reflection <p>Localization & Contextualization Tips</p> <ul style="list-style-type: none">• Use actual materials from the learners’ town/barangay (e.g., posters from municipal halls, school events, or nearby stores).• Allow learners to choose community-based designs for critique or redesign.• Highlight how design can improve communication in local initiatives (e.g., health campaigns, youth programs, environmental posters).													

LO 3:

Duration: 2 Hours

III. CONTENT	Fundamental Principles of Visual Graphic Design <ul style="list-style-type: none"> • Elements of Design (Line, Shape, Space, Color, Texture, Typography, Motion, Scale/Size, Dominance and Emphasis) • Principles of Visual Design and Communication (Balance, Contrast, Emphasis, Proportion, Hierarchy, Repetition, Rhythm, Unity) • Relevant Laws and Legislation • File Types/Naming Convention (Basic Measurements and Resizing) 	
IV. OBJECTIVES	At the end of the lesson, learners should be able to: differentiate between effective and ineffective design compositions based on the proper or improper use of design principles. (Evaluation and Judgment)	
IV. PROCEDURES	ACTIVITIES	ANNOTATION
	<p>A1. Activating Prior Knowledge (10 mins) The provided activity allows learners to apply their prior understanding of design principles by analyzing visual materials, and then take it further by evaluating the effectiveness of each design, using either Option 1 or 2.</p> <p>Type: Individual or Pair Activity Targeted Competency: From analyzing to evaluating design compositions</p> <p><u>ACTIVITY OPTION A1</u> Option 1 (*) Activity: “Design Voting”</p> <ul style="list-style-type: none"> • The teacher will show 2–3 poster examples from the local community (e.g., barangay events, sari-sari store ads). • Ask learners to vote: <i>“Which looks better and why?”</i> • Discuss answers briefly. <p>Activity: “What Makes a Good Poster?” Brainstorm</p> <ul style="list-style-type: none"> • On the board, write the question: <i>“What makes a good poster or design?”</i> • Learners give one-word answers or short phrases. 	<p>Learners’ prior knowledge is activated to support critical thinking, evaluation, and judgment of VGD digital works. Suggested activities and exercises serve as springboards to encourage in-depth critique of graphic poster examples through guided discussion.</p> <p>Teachers may choose from these options or adapt teacher-made activities aligned with the lesson concept.:</p> <ul style="list-style-type: none"> ○ 5 items Multiple Choice ○ Activity Option

	<ul style="list-style-type: none"> Teacher will group responses and connects them to design principles. <p>Option 2 (*) Activity: Design Critique Workshop – Present two similar design outputs (one effective, one not). Facilitate a class discussion on which principles were followed or violated</p>	
	<p>A2. Establishing the Purpose of the Lesson</p> <p>Activity: “Design Is Everywhere” (*)</p> <ul style="list-style-type: none"> The teacher discusses how design affects everyday communication (e.g., signs, menus, project presentations). Explain: <i>“Today, we’ll learn how to judge if a design is working well or not—and why that matters in school, business, and community.”</i> 	<p>Lesson objectives are presented to outline the scope of evaluating and making informed judgments on visual graphic design outputs in alignment with VGD standards.</p>
<p>B. Instituting New Knowledge</p>	<p>B1. Presenting Examples (15 min)</p> <p>Option 1 (*) Activity: “Before and After Design”</p> <ul style="list-style-type: none"> Show two versions of the same design (e.g., a messy school event poster vs. a revised version). Learners identify differences and judge which is more effective. <p>Option 2 (*) Activity: “Local Ad Critique”</p> <ul style="list-style-type: none"> Use posters from local businesses, school clubs, or municipal events. Ask learners to analyze: <i>“What looks effective? What doesn’t?”</i> 	<p>Sample exercises and activities are provided during the discussion to guide learners in evaluating and critiquing effective and ineffective design compositions based on the application of design principles in VGD materials. Teachers may utilize these resources or implement teacher-made materials suited to the lesson objectives.</p>

B2. Discussing the Concept (15 mins) (*)

Activity: Design Evaluation Criteria

- Review the 7 design principles briefly.
- Create a **rubric or checklist** with the class:
 - Clarity of message
 - Organization/layout
 - Use of white space
 - Consistency/repetition
 - Use of color/contrast

Design Evaluation Checklist

Use this checklist to evaluate graphic design outputs based on how well the design principles are applied. Check each category and use the notes section to justify your observations.


Criteria	Yes / No	Comments / Observations
Clarity of message		
Effective layout and organization		
Use of white space		
Consistency and repetition		
Use of color and contrast		
Application of at least 4 design principles		

Overall Impression:

Collaborative discussion between teacher and learners in developing an evaluation rubric is encouraged to promote shared understanding of assessment criteria.


The teacher models rubric application using a sample design that demonstrates the seven design principles aligned with VGD NC III standards.

	<p>B3. Developing Mastery (20 mins)</p> <p>Option 1: (*) Activity: "Design Judge Activity"</p> <ul style="list-style-type: none"> • Learners in pairs evaluate 2 design samples using the rubric. • Write a brief paragraph explaining which one is more effective and why. <p>Option 2: (*) Activity : "Rate That Poster!"</p> <ul style="list-style-type: none"> • Learners rotate in groups around printed posters. • Use scoring cards (1–5) and brief comments using the rubric. • Group shares top-scoring poster and explains their evaluation. 	<p>The peer collaboration rubric is applied in practice exercises, with the teacher selecting either Option 1 or 2 for implementation. Learners build mastery by evaluating poster designs using the co-created rubric, reinforcing their understanding of visual graphic design principles aligned with VGD NC III.</p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>C1. Finding Practical Application (20 mins)</p> <p>Option 1: (*) Activity: "Fix That Design"</p> <ul style="list-style-type: none"> • Give learners a badly designed flyer (e.g., a cluttered community job fair announcement). • Task: Mark the weak points using their rubric and sketch a more effective version. • Write suggestions/ideas/ recommendations <p>Activity: "Design Advice Panel"</p> <ul style="list-style-type: none"> • Role-play: Learners act as a design advisory group for a barangay youth project. • Review the proposed poster, then present suggestions for improvement based on design principles. <p>Option 2 (*) : "Fix This Design" Challenge – Give learners a poorly designed material and have them</p>	<p>Options 1 and 2 serve as activity challenges that promote practical application of design concepts. The teacher facilitates a performance task where learners critically assess a given design and present suggestions, ideas, or recommendations for improvement, reinforcing real-world relevance and evaluative skills aligned with VGD NC III."</p>

	identify flaws and suggest improvements/ideas /recommendations.	
	C2. Making Generalization (10 mins) Learners present their own design drafts and evaluate each other's work using a rubric based on the seven principles.	Peer review is conducted as a concluding activity following the practical application tasks, where learners provide feedback and reflect on their own perspectives using the co-developed evaluation rubric. The teacher encourages self-assessment to deepen understanding and promote critical judgment aligned with VGD standards.
	C3. Evaluating Learning (10 mins) Activity: “Exit Reflection” (*) <ul style="list-style-type: none"> Prompt: <ul style="list-style-type: none"> “What design principle do you think is most often ignored?” “How will this help you improve your school work or help others design better?” 	The reflection exit activity assesses learners' ability to evaluate image and graphic materials based on established standards. The teacher guides learners in using VGD evaluation criteria to distinguish between effective and ineffective designs, focusing on the proper application of design principles. Essential questions, tailored to learners' competencies, may be used to facilitate deeper reflection.
	C4. Additional Activities  LAS 1 : ACTIVITY NO. 3: “ Design Diagnosis: What Works and Why?” Activity Procedure: “Design Diagnosis: What Works and Why” <ol style="list-style-type: none"> Group Formation & Materials (5 mins) Design Analysis & Discussion (15 mins) Design Judgment & Justification (10 mins) Sharing & Peer Feedback (5 mins) 	By providing these additional activities, learners will be able to: <ol style="list-style-type: none"> Analyze graphic design outputs for correct or incorrect application of the seven design principles. Compare and contrast effective vs. ineffective designs based on visual clarity and appeal. Justify proposed design improvements using constructive feedback.

V. ASSESSMENTS	Contextualization and Localization Tips: <ul style="list-style-type: none">• Use actual materials from the school, barangay, or nearby businesses.• Encourage learners to critique or improve posters used in real-life situations (e.g., a sports fest, feeding program, or community outreach).• Make activities relevant by referring to learner-led events, family businesses, or social media designs they interact with.	
SESSION 4 : LO 4: Duration: 2 Hours		
III. CONTENT	Fundamental Principles of Visual Graphic Design <ul style="list-style-type: none">• Elements of Design (Line, Shape, Space, Color, Texture, Typography, Motion, Scale/Size, Dominance and Emphasis)• Principles of Visual Design and Communication (Balance, Contrast, Emphasis, Proportion, Hierarchy, Repetition, Rhythm, Unity)• Relevant Laws and Legislation• File Types/Naming Convention• Basic Measurements and Resizing	
IV. OBJECTIVES	At the end of the lesson, learners should be able to: express appreciation for the importance of design principles in creating visually appealing and meaningful graphic content. <i>(Affective Domain – Valuing Aesthetic and Functional Quality)</i>	
IV. PROCEDURES	ACTIVITIES	ANNOTATION
A. Activating Prior Knowledge	Activating Prior Knowledge (10 mins) Option 1: (*) Activity: “Design Memory Share” <ul style="list-style-type: none">• Question: “<i>What poster, ad, or design you saw recently that you liked?</i>”• Learner briefly share why they liked it (colors, layout, message, etc).• Teacher links comments to basic design principles. Activity : “Design Around Me”	The teacher may select from Option 1 or 2 to activate learners’ prior knowledge and review what they have previously learned. The Reflection Journal serves as a written summary, allowing learners to recall and articulate their understanding of core design principles, their application, and proper usage. To reinforce learning, the teacher may use suggested activities or teacher-made materials, ensuring that tasks are engaging and purposeful. Contextualized and localized examples should be integrated to make

	<ul style="list-style-type: none"> Teacher shows examples of local designs (e.g., school, barangay posters, store logos). Question: <i>“What do you notice? What makes them attractive or useful?”</i> <p>Option 2: (*) Reflection Journal – Ask learner to write how design principles affect their perception of everyday media (ads, posters, social media).</p>	<p>the lesson more relevant and meaningful to the learners’ environment and experiences.</p>
	<p>Establishing the Purpose of the Lesson</p> <p>Class Discussion / Values Integration – Facilitate a brief conversation on how thoughtful design helps in communication, social awareness, and advocacy</p> <p>Activity: “Design with a Purpose” (*) The teacher discusses the role of design in communicating ideas clearly and beautifully.</p> <ul style="list-style-type: none"> <i>“Today, we’re not just learning what makes good design—we’re learning why it matters. Good design helps us share stories, ideas, and messages that connect with people.”</i> <i>“Today, we will explore how to make things look nice and clear through simple design rules that professionals use.”</i> 	<p>The teacher plays a vital role in guiding learners to understand the core values of effective design—distinguishing between what is visually appealing or not, and what is ethically and functionally appropriate. Design should be evaluated based on its aesthetic quality, functional effectiveness, and meaningful content.</p> <p>The teacher establishes the lesson’s purpose by clearly presenting the learning objectives and their real-life relevance.</p> <p>Teacher-designed activities will support the integration of values, encouraging critical reflection and purposeful discussion.</p>
<p>B. Instituting New Knowledge</p>	<p>Presenting Examples</p> <p>Option 1: “Beautiful & Meaningful” (*)</p> <ul style="list-style-type: none"> Show 3 different visual designs (e.g., a health campaign poster, a product label, a school event banner). Question: <i>“Which one speaks to you the most? Why?”</i> 	<p>"Building on the values integration discussion on 'What Makes a Good Design,' learners' insights from previous lessons are to be gathered and synthesized for use in their upcoming presentations, reinforcing reflective thinking and conceptual understanding."</p>

	<p>Option 2: “Design Stories” (*)</p> <ul style="list-style-type: none"> • Use before-and-after samples of improved posters. • Share the “story” behind the redesign—how applying principles improved communication and aesthetics. 	
	<p>Discussing the Concept</p> <p> LAS 1 : ACTIVITY NO. 4: “ Why Principles matter “</p> <p>Option 1 Activity: “Why Principles Matter”</p> <ul style="list-style-type: none"> • Review the 7 principles: Balance, Contrast, Emphasis, Alignment, Repetition, Proximity, White Space. • Use real-life metaphors: <ul style="list-style-type: none"> ○ Balance is like teamwork. ○ White space is like breathing room. ○ Repetition builds rhythm—like a song chorus. • Ask learner to share what each principle might mean to them. <p>Option 2 (*) Activity: Class Discussion /Values Integration Facilitate a brief conversation on how thoughtful design helps in communication, social awareness, and advocacy.</p>	<p>These activities are values-oriented and use real-life metaphors to help learners connect each design principle to meaningful aspects of their daily lives—at home, in their studies, community, school, and on social media.</p> <p>Through this approach, learners develop a deeper personal understanding of how design principles reflect and influence real-world experiences and values.</p>

	<p>Developing Mastery (10 mins)</p> <p>Suggested Activities</p> <p>Option 1 (*) Activity: “Design Reflection Match” Learners pair up. Match each design principle to a real-life item or design (e.g., school project, local product, TikTok layout). Share their thoughts with the class.</p> <p>Option 2: (*) Activity: “Principle Appreciation Notes” Each learner picks one principle and writes a short reflection: ○ “I appreciate this principle because it helps designs look _____ and feel _____.”</p>	<p>The suggested activities will help learners identify and evaluate the design elements they encounter in their surroundings, distinguishing between effective and ineffective design.</p> <p>This reflective process encourages learners to connect their theoretical knowledge with real-world observations, fostering a deeper understanding of design principles and their impact on visual communication.</p> <p>Teachers are opt to choose either the (Option 1 & 2) to facilitate the mastery of learning.</p>
<p>C. Demonstrating Knowledge and Skills</p>	<p>Finding Practical Application (20 mins)</p> <p>Activity: “Appreciation Poster”</p> <ul style="list-style-type: none"> • Learners create a simple poster or digital slide that celebrates the power of good design using one or more principles. • Topic example: “Design Makes Things Better” or “My Favorite Design Principle” <p>Activity: “Thank You, Designers!”</p> <ul style="list-style-type: none"> • Learners are asks to write an open letter to a local designer or create a thank-you card expressing how design improves lives (e.g., social media graphics, community posters, product branding). 	<p>Teachers are opt to choose either the activities provided or may utilize teacher interface to facilitate practical application of learning.</p>

	<p>Making Generalization</p> <p>Activity: “Design is More Than Looks”</p> <ul style="list-style-type: none"> Teacher leads a reflection: <i>“What did you realize about the role of design in communication and society?”</i> Learners share insights aloud or write in journals. 	<p>The Reflection Activity allows learners to recognize and appreciate the importance of both aesthetic and functional quality in design. It encourages students to reflect on how design principles influence their understanding and perception of everyday media, such as advertisements, printed and digital posters, and social media content. This activity fosters a deeper awareness of the role design plays in shaping visual communication and its impact on their daily lives.</p>
	<p>Evaluating Learning</p> <p>Activity: “Heart Check Reflection” (*)</p> <p>Learner complete prompts:</p> <ul style="list-style-type: none"> <i>“The design principle I now value most is _____ because _____.”</i> <i>“Design helps people by _____.”</i> 	<p>The Heart Check Reflection activity is a values-oriented exercise that encourages students to reflect on the ethical and emotional aspects of their design process, fostering a deeper appreciation for the impact of their work on society and the importance of creating designs with purpose and integrity.</p>
	<p>C4. Additional Activities</p> <p>Appreciation Wall – Screenshot Analysis and</p> <p>Design Reflection: Learner Assigned Task</p> <p>Screenshot Analysis and Design Reflection</p> <p>Task Overview:</p> <p>Learners are tasked with capturing screenshots of designs (ads, posters, social media posts, etc.) that they admire. These designs should showcase the proper use of visual graphic design principles (such as balance, contrast, emphasis, alignment, repetition, proximity, and white space).</p> <p>Task Instructions:</p> <ol style="list-style-type: none"> Capture Screenshots: 	<p>Learner Assigned Task: Learners are ask to post screenshots of designs they admire, captioned with the principles they believe were applied well.</p>

	<ul style="list-style-type: none"> Find and capture screenshots of designs that you believe use graphic design principles effectively. These can include ads, posters, social media content, or any graphic design you admire. Make sure the designs you select reflect good use of at least two or more design principles. <p>2. Caption the Screenshots:</p> <ul style="list-style-type: none"> For each screenshot, write a brief caption explaining why you chose the design and how the design principles are effectively applied. Discuss how the design's aesthetic and functional qualities come together to create an appealing and purposeful design. <p>3. Presentation:</p> <ul style="list-style-type: none"> Present your screenshots and captions to the class, explaining the design principles at play and how they contribute to the effectiveness of the design. Emphasize how the design conveys the message clearly and attracts the viewer's attention in a meaningful way. <p>Learning Outcome:</p> <ul style="list-style-type: none"> Learners will demonstrate an understanding of the principles of visual graphic design by identifying them in real-world examples. <p>Learners will express appreciation for the value of these principles in creating designs that are both visually appealing and functionally effective.</p>	
V. ASSESSMENTS	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Participation in design sharing, reflections, and appreciation activities Completion of matching or principle notes Responses in group discussions <p>Summative Assessment:</p>	

	<ul style="list-style-type: none"> • Appreciation Poster or Open Letter Output <ul style="list-style-type: none"> ◦ Rubric includes: clarity of message, expression of appreciation, use of design elements <p>Localization and Contextualization Ideas:</p> <ul style="list-style-type: none"> • Use examples from your barangay, school events, local businesses, or youth campaigns • Encourage appreciation of local design talent, such as students, family business logos, or digital creators • Promote cultural relevance, e.g., using themes from local festivals, environment projects, or advocacy posters
VI. REFLECTION	Teacher's Reflection

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