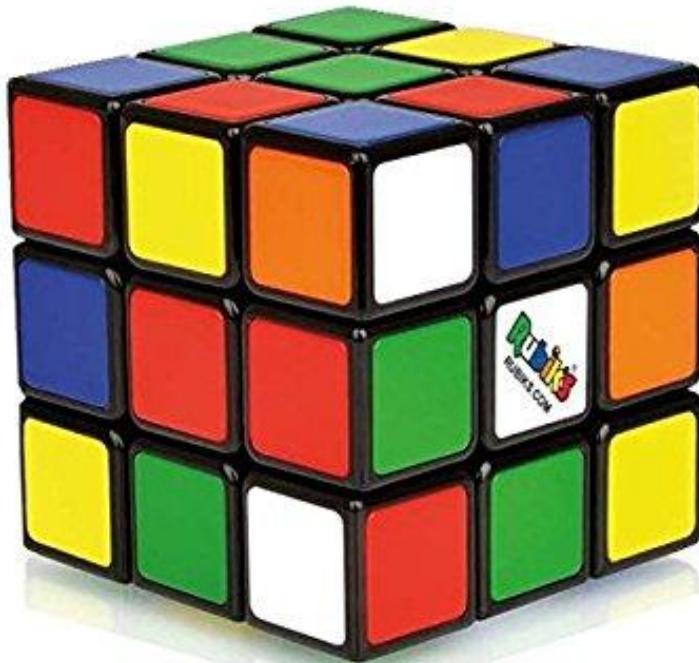


# Visual Design Elements

By: Anika Chatterjee

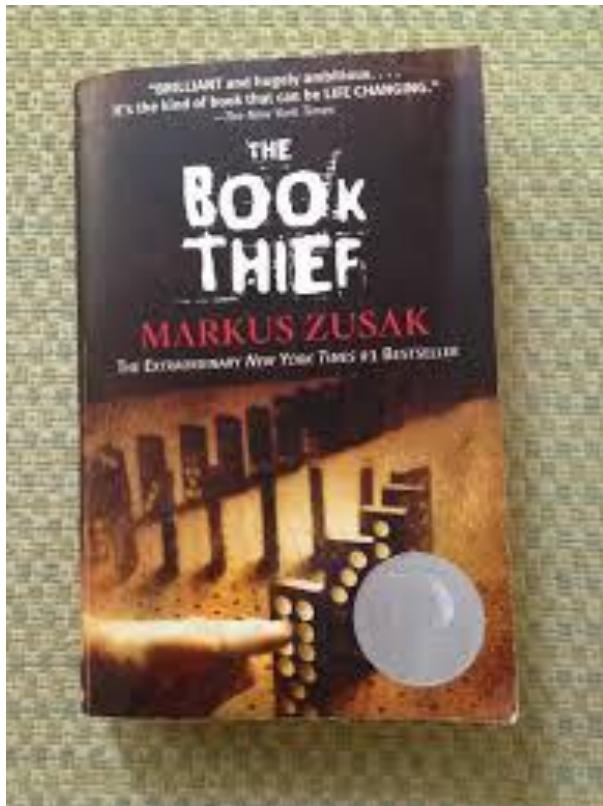
# Rubik's Cube



**Design elements:** Red, orange, yellow, green, blue, and white color. Straight lines. Square shapes. Smooth texture. This helps to move the cube and differentiate the colors.

**Design Principles:** Formal balance, Square pattern, contrasting colors. The cube can lay on any face.

# Book



**Design Elements:** Brown and tan colors. Straight lines. Rectangular shape. Smooth on covers, slightly rough on sides. This is so the book can only open on one side.

**Design Principles:** Asymmetrical balance, Emphasis on title and author as well as silver sticker. Contrast between author and cover. To show who wrote the book.

# Knight (Chess piece)



**Design Elements:** Black color. Curved edges. Circular base. Horse shape. Smooth texture with some rough patches. The base helps the chess piece stand without falling.

**Design Principles:** Symmetrical balance. Horse shape. One color. This makes it easier to see and both sides are equally balanced.

# Conclusion Questions

- 1) **How are visual design principles and elements utilized in a design?**

They are used to show the materials, size, and, shape of an object as well as design to make said object.

- 2) **Identify a product you find aesthetically pleasing. What is it about the product that you find appealing?** iPhone,

it is symmetrical, has contrasting colors when turned off, and has a smooth texture on the screen.

- 3) **Identify a product that you don't like the appearance of and identify the visual design principles and elements that lead to this feeling.**

Crumpled piece of paper, it has only one color, a rough texture, and is asymmetrical in shape.

- 4) **Identify the visual design principles and elements that were not used appropriately in some of the products shown.**

The knight chess piece was shown as horse shape since I had no other shape to describe it as and the contrasts in the Rubik's cube can change depending on if it is solved or not.