

## Lesson Plan Title: Color as an Element of Design in Fashion

Time to cover the lesson plan: eight 45-minute classes, or 3-4 90-minute classes (290-415 minutes)

Class: Fashion Strategies

Teacher: Becky Parkinson

<p><b>Objectives:</b></p> <p>Demonstrate knowledge of the color wheel, values (tints, tones, shades), and color schemes.</p> <p>Create a color wheel and values of the primary and secondary colors.</p> <p>Understand the role of color in fashion, particularly the effects of groupings of colors on perception and visual illusion.</p>	<p><b>Preparation/Supplies Needed:</b></p> <p>Color Wheel Parts (print in color, cut out, laminate and put magnets on backs so they attach to the board easily)</p> <p>Copies: Color Experiment, Color Wheel, Color Values, Color Scheme Sheet, Fashion Color Quiz, Color portfolio labels, Rubrics: for Color Values, Color Wheel and Color Schemes</p> <p>PowerPoint set up, "Color in Fashion," PowerPoint Presentation</p> <p>Paintbrushes, Small Plastic paint trays (available at WalMart for about \$.60 each), Acrylic Paint: Red, Yellow, Blue, White, Black</p> <p>Play Dough or Frosting and Vanilla Wafers: Red, Yellow, Blue (black and white optional)</p>
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Time:	Activities/Concepts
20-30 minutes	<p><u>Mixing Color Experiment</u> (front side of page):</p> <p>Give a paint color swatch to each student. Provide the primary and neutral colors to paint with. (Use <u>warm colors</u> first for the whole class; give a different swatch color to each student and be sure that students working near each other have swatches of different values.)</p> <p>Hand out the Color Experiment page and read through the directions with the students. Emphasize that the students need to write down each step they take to achieve the final color. Example: 1. started with blue, 2. added red, 3. added white, 4. added more red...</p> <p>***Remind the students that paint dries darker than it appears wet, so they will want to consider that as they come up with their final colors. Also, if they paint on their paper and don't like the result, they can wait for it to dry and paint over it again.</p> <p>Give students the time to create their colors, discussing their procedures with students nearby. Have them fill out the questions below as they finish. When most students finish, tell the others to paint in their final colors.</p> <p>Ask the students the questions on the bottom of the page. Get their input on what was the difficulty level of the procedure and anything they learned as they created their colors.</p>
30-40 min.	<p><u>Color Wheel Learning Activity</u></p> <p>Teach the color wheel using color wheel parts, as students take notes:</p> <p>Ask the students to draw large circles on their papers; divide them in half, then in fourths, then divide each quarter circle into 3. This should make 12 triangles.</p>

	<p>Attach the color wheel circle to the board.  Write the primary colors on the board then ask the students, “What are the primary colors?”  Have the student that responds or a volunteer attach the primary colors equally spaced.  Repeat for the secondary colors, then the tertiary.  Ask students, “What colors do not appear on the color wheel?” Attach the neutrals piece. Put up black and white, then gray, brown and tan.  Ask students, “How do we get other colors that do not appear on the board?” Put up the color values piece and proceed to discuss and show them the difference in tints, tones, and shades with the blue and green samples which you can place next to white, gray and black. This will emphasize the role of neutrals in creating other colors. Also explain the effect of using the complements to create a tone.</p>
15-20 min.	<p><u>Mixing Color Experiment</u> (back side of page):  Now that students have some knowledge of the color wheel, give them a cool color sample and repeat the procedure from the front of the page.  Discuss the ease of the assignment now that they know their colors better. Also talk about the importance of understanding the colors that make up a color.</p>
20-30 min.	<p><u>Color Wheel Creation</u> using Playdough or frosting with cookies:  (This can be done by giving 3 small balls of primary-colored playdough to mix, which is the cleaner and easier option. Or, give 3 small containers of primary-colored frosting and apply it to 12 vanilla wafers, the more fun but messy option. My students enjoy both. It’s a great return to elementary school! If you opt for the frosting, you will want to mix a lot of red dye in with the frosting so that it is pure red and not pink. For cookies and frosting I usually buy one tub of buttercream frosting and one box of wafers. I mix the concentrated colors with the buttercream to get dark colors. You can also get white and black frosting or playdough to create tints, tones, and shades.)</p> <p>Divide the class into small groups.  Give each table the materials to create a color wheel. Tell them that they will use their color knowledge (and notes if needed) to create a color wheel. This will be a practice so that their painted color wheel will come out well.</p> <p>Let them work together as a group to create the color wheel. Once they are done, ask them to discuss difficulties and what they learned. Pass out black and white, if desired, to make color values of one color.</p>
50-70 min.	<p><u>Painting the Color Wheel and Values</u>:  Provide the acrylic paint and Color Wheel Template Sheet. Allow the students the time to paint the color wheel. <i>Tell the students that they must create the wheel themselves and not share their mixed paint with others.</i> (It is usually better to give the students only one sheet at a time; first color wheel, then values.)</p> <p><b>Other hints:</b> Making an overhead of the scanned image for the color wheel portfolio page helps the students see which colors they are trying to achieve. Students should put their names on their papers immediately to avoid confusing theirs with others. Write the name of the colors outside of the triangles before beginning to paint. To avoid painting the wrong color in the triangle, be sure to use acrylic paint. If a student does make a mistake he/she can wait for it to dry and paint over the mistaken color with the correct color. Students DO NOT need to start over again. They should try to stay within the lines as much as possible but they can draw new lines in with a Sharpie after finishing the wheel. Tell students to take their time. Those that rush usually turn out messy.</p>

	<p>Provide the Color Values Sheet. Have the students mark the sheet with the colors they will paint in the boxes. They should make a tint tone and shade for each of the primary and secondary colors. Use the above hints for this as well.</p>
10-15 min.	<p><u>Color Quiz</u> (optional assessment to use)</p>
50-70 min.	<p><u>Color Wheel and Color Values Portfolio Pages:</u>  Give the students the copies of the color wheel and values labels. (For projects like this where all the labels are identical for each student, I prepare the labels to minimize time needed on portfolios.)  Show the students overheads on how the pages should look when finished. Students can create both pages at the same time. Set your own criteria on whether or not you want black borders around the labels.  Pass out Color Wheel and Values Rubrics. Allow students time to finish the portfolio pages. They may need to finish these assignments at home. Students should pass portfolio pages in with a rubric.</p>
5 min.	<p><u>PowerPoint:</u> Students will want to take notes on the PowerPoint discussion.  Review the color wheel using the picture of the color wheel in the PowerPoint presentation.</p>
5 min.	<p><u>Effects of Color on Perception:</u> Show the JPEG, Color Illusion. Read the heading, "Look at the chart and say the color, not the word."  Discuss the conflict with our prior knowledge of colors.  "Why is it difficult to say the color or the word?"  "What experiences in our lives affect our ability to do this activity?"  "What other illusions are created by color?" (Lead into the section of PowerPoint presentation on decreasing and increasing apparent size.)</p>
10 min.	<p><u>Color Illusions:</u> (in the PowerPoint presentation)  Ask the question, "What colors are known to make a person appear smaller? Larger? Why do you think they cause an illusion as to the shape of a person?"  Use the PowerPoint presentation to discuss why specific colors decrease/increase attention and size. Generally if the color is more noticeable, it will increase the apparent size of the wearer.  Possible Questions:  "Why would colors that are more noticeable increase size?"  "What other effects will color have on the wearer?"</p>
10-20 min.	<p><u>Personalities:</u> (in the PowerPoint presentation)  "How do colors influence our perception of a person's attitude?"  "What effect do your clothes have on you based on color alone?"  Use the PowerPoint presentation to discuss personalities. Have students decide what their color personalities are.  "Does your color personality reflect your color preference?"  "How do your color personalities, or color preferences, influence others' perception of you?"</p>
20-30 min.	<p><u>Color Schemes:</u> (in the PowerPoint presentation)  Give students the handout, Color Schemes.  Teach about each of the color schemes using the the PowerPoint presentation.  For each color scheme, ask the students:</p>

	<p>“What do you think this color scheme will include?”  “What specific color groupings will be found in this scheme?”  “What are the illusions/effects on the body?”  “What perception will others have based on this color scheme?”  “Where have you seen this color scheme?”  Elicit their involvement throughout the PowerPoint presentation.  Discuss how warm and cool color schemes are created.</p>
5-10 min.	<p><u>Portfolio Pages</u>  Show sample pages in the PowerPoint presentation.  Ask, “What has this student done well? and, What could be improved upon?”  Show the requirements on the last slide of the PowerPoint presentation. (Information is also found on the bottom of the color scheme note page.  *Tell the students that they can find any two pictures to make pages out of but they should avoid two schemes that are common (neutral and accented neutral)</p>
45-60 min.	<p>Pass out color scheme rubrics.  Give students time to find picture examples, create paragraphs, and compile pages. Students should hand in portfolio pages with a rubric.</p>