

# DYNAMICS OF CLOTHING I

**UNIT II:**            ***DESIGN PRINCIPLES***

**TOPIC B:**           **COLOR**

**OBJECTIVE:**        Students will be able to use color effectively as they plan and make choices for their wardrobes.

**CONCEPT:**        Color is vital. It is an essential element of design. By understanding the basic characteristics of color, the impressions color creates, and the psychological aspects of color, we are able to enhance our image to its potential.

**COMPETENCIES:**

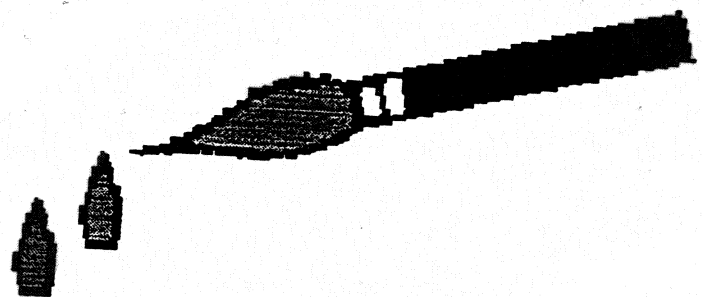
1. Explain how *hue*, *value*, and *intensity* affect color.
2. Identify the standard color schemes used in personal and home fashions.
3. Analyze the use of various color schemes in clothing and textiles.
4. Identify how colors enhance personality traits and create specific impressions.
5. Explain how color can be used to emphasize good features and/or de-emphasize less attractive features.
6. Analyze which colors work well with personal skin and hair coloring.
7. Identify color schemes and predominant colors in personal wardrobe, and develop a color plan for future additions.



**ACTIVITIES/OPTIONS**

**SUPPLIES NEEDED**

- |    |                                  |   |
|----|----------------------------------|---|
| 1. | Color Facts                      | Copies of student activity guide (I-II-66)  |
| 2. | Color Components and Terminology | Copies of student activity guide (I-II-68)<br>Watercolors and brushes   |
| 3. | Color Schemes                    | Color wheel<br>Copies of student activity guide (I-II-70)<br>Copies of student activity guide (I-II-73)<br>Colored markers, crayons, pencils, or<br>watercolors and brushes |
| 4. | Guest Speaker on Color Schemes   | As requested  |
| 5. | Color Scheme Charts or Posters   | Poster board or cardstock<br>Magazines, catalogs, pattern books<br>Scissors, glue or tape, markers  |
| 6. | The Effects of Color             | Visual aids of color as chosen  |
| 7. | <u>Reflections on You</u> Video  | Copy of video<br>Video player<br>Other support materials  |
| 8. | Color Draping                    | Set of color drapes   |
| 9. | What's In My Closet?             | Overhead transparency (I-II-75)<br>Copies of student activity guide (I-II-76)   |



**ACTIVITIES/OPTIONS****Option 1: Color Facts - Introductory Activity**

As an introduction to color, have the students complete the student activity guide, COLOR FACTS, and then use it as a springboard for discussion and triggering interest in the following activities/options.

**Option 2: Color Components and Terminology**

Introduce the students to the components of color—hue, value, intensity, tint, and shade—using the teacher background information provided, and whatever resources are available to help the students differentiate between these terms. Fabric samples may be quite useful for teaching this option along with some overhead transparencies. Discuss each of the color terms with the students. For an assignment, the instructor could have the students find examples depicting the color terms as they are found and applied in the world of fashion. The student activity guide, COLOR COMPONENTS AND TERMINOLOGY, is designed for the students to use watercolors and experience the meaning of these terms.

**Option 3: Color Schemes**

Introduce the various color schemes using the teacher background information provided, some type of color wheel\*, and pictures that illustrate the use of each scheme. The materials from the Fashion Strategies curriculum, Unit VII: Principles of Elements and Design, pages VIII-32 through VIII-53, may be used. The student activity guide, COLOR SCHEMES, can be used with this introduction.

\* Color wheels from clothing and textiles textbooks, such as Clothing from Glencoe Publishing, or Fashion, from Goodheart-Willcox. can be enlarged and copied in color at copy centers for use in this option.

Note: This option is based on the presumption that the students already know the color wheel, the primary, secondary, and tertiary colors, how they are created, etc. If not, the instructor may need to introduce or review the basics of color in order to proceed with the activities in this topic. If necessary, a student activity guide, THE COLOR WHEEL, is provided for use.

**Option 4: Guest Speaker on Color Schemes**

Have a guest speaker from the extension service, a university, or other community resource do a presentation on the use of personal color. There are a number of methods that are excellent, but it is preferable that the seasons color schemes not be used.



**ACTIVITIES/OPTIONS**

**Option 5: Color Scheme Charts or Posters**  
Have the students make a chart with examples of each color scheme, using pictures of outfits or home decor from magazines, catalogs, pattern books, etc. The students should label the color schemes depicted. The teacher will need to supply some type of poster board or cardstock on which the students make their charts. This option could be done individually or in small groups.

OR

Prepare large pieces of posterboard with the name of each color scheme lettered on them (one per board), and laminate the posterboard. Break the students into small groups and have each group find one example for each color scheme. Then have the students tape their findings to the boards for group discussion. (The boards will be reusable for succeeding classes.)

**Option 6: The Effects of Color**  
Prepare some visual aids to help set the stage for the emotional feelings created by color. Some ideas:

- Dress in all black or all red and note the students' reactions as they come into class. Discuss your findings with the class.
- Use different colors of fabric to drape students as they come into class and discuss their feelings while they are in that particular color.
- Use color spot lights, if available, to create a "mood" of color and discuss the feelings and emotions emitted from the color(s).
- Break the students into groups by the colors they are dressed in and have each group brainstorm feelings for their color.

Using the teacher background information provided, lead the students into a discussion about how colors can set a mood, enhance personality traits, and create specific impressions—which may or may not be to one's benefit.

**Option 7: Reflections on You Video**  
Have the students watch the video, Reflections on You, by Meridian Education Corporation, and complete the assignments included in the kit. (Color drapes are included in this kit.) This option can be used as an independent study unit. Depending upon the depth of learning desired, this option can take several days. The video goes through every aspect of color and is highly recommended.

**Option 8: Color Draping**  
Introduce warm and cool colors, <sup>and</sup> shades using color drapes. Warm colors are always mixed with yellow, and cool colors are always mixed with blue. Every person has either warm or cool under-tones; undertones are the underlying color beneath the surface of the skin. Also illustrate how a color can be a point of emphasis in an outfit. Demonstrate the different effects of the same color in a dull, absorbent fabric vs. shiny, reflective

**ACTIVITIES/OPTIONS**

fabric. Then have the students work in pairs or small groups with the drapes to analyze the types of colors that work best on them. It is good to have a variety of drapes that have solid colors, colors with various textures, and colors in prints/designs.

**Option 9: What's In My Closet?**

Ask the students to examine their own wardrobes and identify predominant colors, color schemes, etc., they currently have. The student activity guide, WHAT'S IN MY CLOSET?, can be used to record their findings.

**Note:** Some of these activities have been taken from the Fashion Strategies curriculum. Refer to that curriculum for additional background information and/or activities.

**RESOURCES:****Video:**

Reflections On You, Meridian Education Corporation, 236 E. Front Street, Bloomington, IL 61701. (This is also available through NASCO.)

**Color Drapes:**

NASCO, 901 Janesville Ave., Fort Atkinson, WI 53538, 1-800-558-9595, Catalog No. W09594H.

**Textbooks:**

Weber, Jeanette, CLOTHING, Glencoe Publishing Co., 3008 W. Willow Knolls Drive, Peoria, IL 61614, 1-800-423-9534.

Wolfe, Mary, FASHION, Goodheart-Willcox Publishing Co., 123 West Taft Drive, South Holland, IL 60473, 1-800-323-0440.

**Magnetic Color Wheel:**

Available from Schoolboards, Etc., P.O. Box 9106, Ogden, UT 84409, 1-800-93BOARD, \$39.95.

**ASSESSMENT/EVALUATION QUESTIONS****1. Explain how *hue*, *value*, and *intensity* affect color.**

1. Hue means the same as:
  - A.\* A color's family name
  - B. Brightness or dullness of color
  - C. Lightness or darkness of color
  
2. Value means the same as:
  - A. A color's family name
  - B. Brightness or dullness of color
  - C.\* Lightness or darkness of color
  
3. Intensity means the same as:
  - A. A color's family name
  - B.\* Brightness or dullness of color
  - C. Lightness or darkness of color
  
4. Value is the lightness or darkness of a color.
  - A.\* True
  - B. False
  
5. The term or name given to a specific color is:
  - A.\* Hue
  - B. Intensity
  - C. Color scheme
  - D. Intermediate
  
6. Pink and mint green are:
  - A. Shades
  - B. Neutral
  - C.\* Tints
  
7. Burgundy and navy blue are:
  - A. Tints
  - B.\* Shades
  - C. Neutral

**ASSESSMENT/EVALUATION QUESTIONS**

Match the terms on the right with the definitions on the left. Write the letter for the term on the line before the definition.

	<u>DEFINITIONS</u>	<u>TERMS</u>
<u>b.</u>	8. a color's name	a. accent
<u>a.</u>	9. a small item that is emphasized because it contrasts with or is a color different from the rest of an outfit	b. hue c. intensity d. intermediate or tertiary colors
<u>e.</u>	10. colors that cannot be created from the mixing of other colors	e. primary colors
<u>c.</u>	11. the amount of color present	f. secondary colors
<u>f.</u>	12. colors made by mixing equal parts of two of the primary colors	g. shade h. tint
<u>g.</u>	13. a color that contains black	i. value
<u>d.</u>	14. colors formed by combining a primary color and a color on either side of it on a color wheel	
<u>h.</u>	15. a color that contains white	
<u>i.</u>	16. the lightness or darkness of color	

**2. Identify the standard color schemes used in personal and home fashions.**

- Which of the following are complementary colors?
  - Green and orange
  - \* Yellow and purple
  - Blue and red
  - Yellow and blue
- Yellow, yellow-orange, and orange are examples of which type of color scheme?
  - \* Analogous
  - Complementary
  - Neutral

**ASSESSMENT/EVALUATION QUESTIONS**

3. Which term refers to colors directly opposite each other on the color wheel?
  - A. Color harmony
  - B.\* Complementary colors
  - C. Adjacent colors
  - D. Secondary colors
  
4. An analogous color scheme can use anywhere from two to five colors.
  - A.\* True
  - B. False
  
5. A monochromatic color scheme has only two colors.
  - A. True
  - B.\* False
  
6. An example of a monochromatic color scheme is light blue, light purple, and light green.
  - A. True
  - B.\* False
  
7. Which color scheme consists of red, white, and blue colors?  
- Americana
  
8. Once colors have been popular in fashion and household accessories, they are not used again.
  - A. True
  - B.\* False
  
9. Often the colors that are popular and in fashion are also popular in household accessories.
  - A.\* True
  - B. False
  
10. The same colors and styles are often popular in both fashion and household accessories.
  - A.\* True
  - B. False
  
11. Colors and styles seem to go in cycles and usually repeat themselves in some way.
  - A.\* True
  - B. False





**ASSESSMENT/EVALUATION QUESTIONS**

**3. Review color wheel basics (if needed).**

1. Warm colors tend to recede or move away from you.
  - A. True
  - B.\* False
  
2. Which is NOT a primary color?
  - A.\* Violet
  - B. Yellow
  - C. Red
  - D. Blue
  
3. Which is NOT a secondary color?
  - A. Green
  - B. Violet
  - C. Orange
  - D.\* Red-orange
  
4. Label **all** the colors on a color wheel, identifying the three (3) primary colors and the three (3) secondary colors.
  
5. \_\_\_\_\_ is considered to be a cool color.
  - A. Red
  - B. Yellow
  - C.\* Blue
  - D. Orange
  
6. Which is NOT a neutral color?
  - A. Black
  - B. White
  - C. Gray
  - D.\* Pink
  
7. Blue, green, and violet are called:
  - A. Warm colors
  - B.\* Cool colors
  - C. Primary colors
  - D. Neutral colors
  
8. Orange, purple, and green are:
  - A. Secondary colors
  - B.\* Triad colors
  - C. Primary colors

**ASSESSMENT/EVALUATION QUESTIONS**

9. Yellow is always considered a warm color.  
A.\* True  
B. False
10. Of the following, which are primary colors?  
A. Yellow and orange  
B. Blue and orange  
C. Purple and green  
D.\* Red and yellow
11. Green and orange are:  
A.\* Secondary colors  
B. Primary colors  
C. Complementary colors
12. Neutral colors are:  
A. Red, yellow, and blue  
B.\* Black, white, and grey  
C. White, black, and yellow
13. Blue is generally considered a cool color.  
A.\* True  
B. False
14. A[n] \_\_\_\_\_ color is the result of a combination of primary color and a secondary color.  
A. Complementary  
B. Analogous  
C.\* Intermediate  
D. Shade
15. The primary colors are:  
A.\* Red, yellow, and blue  
B. Orange, violet, and green  
C. Red-orange, yellow-green, and blue-green
16. The secondary colors are:  
A. Red, yellow, and blue  
B.\* Orange, violet, and green  
C. Red-orange, yellow-green, and blue-green
17. The tertiary colors are:  
A. Red, yellow, and blue  
B. Orange, violet, and green  
C.\* Red-orange, yellow-green, and blue-green

**ASSESSMENT/EVALUATION QUESTIONS**

18. Warm colors have \_\_\_\_\_ added; cool colors have \_\_\_\_\_ added.
- A. Blue; yellow
  - B. Blue; blue
  - C. Yellow; yellow
  - D.\* Yellow; blue
- 4. Analyze the use of various color schemes in clothing and textiles.**
1. A color-coordinated wardrobe revolves around two or three basic colors with many mix-and-match color combinations.
- A.\* True
  - B. False
2. When planning a way to use a color or combination of colors in an outfit or a room, you are following a:
- A. Theme
  - B. Pattern
  - C. Value
  - D.\* Color scheme
- 5. Identify how colors enhance personality traits and create specific impressions.**
1. Excitement and action are more likely to be stimulated by this color:
- A. Blue
  - B.\* Red
  - C. Green
  - D. Violet
2. Special effects that make you think your eyes are playing tricks on you are:
- A.\* Optical illusions
  - B. Mirages
  - C. Daydreams
3. Different types of light, such as incandescent and fluorescent, can be used with color to create specific impressions.
- A.\* True
  - B. False

**ASSESSMENT/EVALUATION QUESTIONS****6. Explain how color can be used to emphasize good features and/or de-emphasize less attractive features.**

1. If you want to look larger, choose \_\_\_\_\_ colors.
  - A.\* Bright
  - B. Dark
  - C. Cool
  - D. All of the above
  
2. If you want to hide your waistline, wear a:
  - A. Wide belt in matching color
  - B. Wide belt in contrasting color
  - C. Narrow belt in contrasting color
  - D.\* Narrow matching belt
  
3. Light values and intense colors make a person appear:
  - A. Smaller
  - B. Shorter
  - C.\* Larger
  - D. Older
  
4. Warm colors such as red and yellow have a retreating effect and make one appear smaller.
  - A. True
  - B.\* False
  
5. Dark or dull colors should only be used as accent colors for large persons.
  - A. True
  - B.\* False
  
6. When a color is becoming on a person, he/she appears to have:
  - A.\* Clear skin, bright eyes
  - B. Drab skin, dull eyes
  - C. No change in skin or eyes
  
7. A large person is wise to use bright colors as accents in small items such as scarves, neckties, etc.
  - A.\* True
  - B. False
  
8. One-color outfits give the illusion of added height.
  - A.\* True
  - B. False



**ASSESSMENT/EVALUATION QUESTIONS**

9. Contrasting colors for tops and bottoms create a shortening effect and are flattering to the short, heavy person.
  - A. True
  - B.\* False
  
10. Wearing a collar in a contrasting color moves the center of attention away from the face and toward the body.
  - A. True
  - B.\* False
  
7. **Analyze which colors and shades of those colors work well with personal skin and hair coloring.**
  1. What are the best guides for judging your best colors?
    - A. Clothing personality
    - B.\* Hair, skin, and eye color
    - C. Friends' opinions
    - D. Horoscope sign
  
  2. Which colors, and shades of those colors, work well with your own skin and hair coloring?  
- answers will vary