

# Color and Color Schemes Unit

## Summary

Students will be introduced to color and color schemes. They will also learn how color can effect shape, size, feelings and moods.

## Main Core Tie

FCS Exploration

[Strand 2 Standard 1](#)

## Time Frame

2 class periods of 45 minutes each

## Materials

- The Spectrum Song by Disney
- Color Scheme PowerPoint
- Color Notes Worksheet
- Color Wheel
- Grading Sheet
- Color Schemes Worksheet
- Cups of colored candies to match the color wheel (M&M's, Jelly Beans, Starburst, etc.)

## Student Prior Knowledge

### Pre-Assessment Question:

What impact has color had on your life?

## Instructional Procedures

### Day 1:

#### Introduction:

Color is a large part of our lives. Everywhere we look we see color! Begin class by playing *The Spectrum Song* by Disney. Then, segue directly into discussing color, and color schemes with the PowerPoint. Have students copy down the information from the PowerPoint onto the worksheet.

#### Color Wheel Activity:

After discussing primary, secondary and intermediate colors, have students use crayons to color their own color wheel. Walk around the classroom as students color in the wheels to answer any questions as needed.

At the end of class, have students show their color wheels as a "ticket-out" in order to leave class.

### Day 2:

#### Introduction:

Begin class by reviewing the different types of color schemes. Ask students to write down the name of the color schemes as you describe it. While walking around the room, place the cups full of colored candies on the desks along with a blank color wheel. Once all of the students have answered the color scheme questions and have received the cups with colored candies, have the students divide the candies based on colors or colors that are similar.

#### Activity:

To ensure that students truly understand the different color schemes that are used in interior design, the students will use the colored candies to represent the colors on the color wheel. The teacher will

call out a color scheme and the students will place the correct colors on the corresponding place on the color wheel.

Once the teacher has gone through every color scheme at least one time, then they can move onto the tints and shades and use those to create color schemes on the blank color wheel. After this activity, the students should have an almost complete grasp of color schemes.

#### Assessment Plan

The teacher will do a formative assessment of student knowledge of color schemes by walking around the room and looking at the student color schemes.

#### Authors

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