

# Color Scheme Coloring

## Summary

This lesson introduces students to the concept of color schemes and how they might appear in a room.

## Main Core Tie

Interior Design 1

[Strand 4 Standard 1](#)

## Time Frame

1 class periods of 70 minutes each

## Group Size

Individual

## Life Skills

Thinking & Reasoning

## Materials

- colored pencils--classroom set
- overhead projector
- Color Scheme Notes outline transparency
- copies of attached pictures of rooms--one copy per student
- example colored picture
- copies of small, blank color wheels

## Background for Teachers

Please be aware of that color schemes are a sort of set of rules to follow for successful color combinations. The following color schemes are discussed in this lesson: monochromatic, analogous, neutral, neutral with an accent, complementary, split-complementary, and triad.

## Student Prior Knowledge

Students should have a basic knowledge of how the color wheel works and the relationship between the three sets of colors on the color wheel (primary, secondary & tertiary).

## Intended Learning Outcomes

Students will be able to identify and recognize different color schemes of their own creation. Students will also be able to identify the color wheel relationship for each color scheme.

## Instructional Procedures

Have students take out their notes from previous lessons. Have students take notes as you go over the information covered on the note outline. If an overhead representation of the color wheel is available, use it to show the different color wheel relationships as you go through each color scheme. Have a pile of copies of each of the six attached pictures. Have students choose a picture that appeals to them and have them get out their colored pencils. At this point they need to stop and wait for further instructions. If copies of small blank color wheels are available, distribute them so that each

student has three blank color wheels. If copies are not available, have students draw their own using a color wheel from your text or previous activities as a guide.

Once each student has three small blank color wheels, a picture to color, and colored pencils, have students fold their picture into three equal section (like a tri-fold brochure).

Next, have students color each section of the picture in a different color scheme.

Once each section has been colored, students should then color a blank color wheel for each section. The color wheel should use the exact colors that they used in the section and should show the relationship of the color scheme.

Students should then cut out the color wheels and glue them to the section that they correspond to. If a neutral color scheme was used, a blank color wheel should be glued to the section.

When students have completed these steps, they should then label the top of their picture "Color Scheme Coloring" in black ink and block letters. Students should then make sure that their name is on their completed work and they should then hand it in.

### Strategies for Diverse Learners

The struggling student could be expected to color in less detail of the picture, although still making sure that the color scheme is clearly represented.

### Extensions

A viable extension of this lesson is to have students choose another picture and to carry on in the same manner, completing a section of picture for each of the color schemes covered in the notes.

### Assessment Plan

This assignment should be assessed for correctness and neatness. 10 points per section for correct colors, 5 points per section for correct color wheels, and 5 points per section for neatness--for a total of 60 points.

### Bibliography

USOE Curriculum Guide

### Authors

[SUNSHINE CHRISTENSEN](#)