**Lesson plan**

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| **Lesson Title (concept)** | Glogster Color Scheme Lesson |
| **Instructor** | Anderson C. |
| **Suggested grade level/course** | Interior Design – 10-12 grade |
| **Time suggested** | 45 min- 15 min roll over into next class period |
| **National Standards addressed:**   * State the entire objective, not just the number * **\*State the same\*** | 11.2.3 Analyze the effect that the principles and elements of design have on aesthetics and function.  11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs. |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | This is the second lesson in the color unit. Students will use written notes and visual images via PowerPoint to analyze color schemes. These schemes will be used to create a Glogster and Olioboard  **Rational**  PowerPoint and notes- students will learn key vocabulary terms by filling out an advanced organizer.  Advanced Organizer- Literacy skills  Students will analyze color schemes by looking at PowerPoint examples.  Glogster- Students will use a technology to share visual inspirations. This program is a introduction to different technologies that can be used to create a professional portfolio.  **Differentiation**  Special Education: 2. Struggling students will be able to comprehend working cooperatively with a partner to complete the Color Schemes Glogster Project.   * Color Scheme notes will be provided to students with an IEP |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | 1. Students will be able to understand that color schemes are a combination of colors selected for a room design in order to create a mood or set a tone.  2. Students will be able to understand that color schemes provide guidelines for designing successfully with color. (New)  3. Students will know the six types of color schemes: neutral, monochromatic, analogous, complementary, split-complementary, and triadic. (New) |
| **Assessment:**   * How will you know students can do the above? | Glogster Color Scheme Project |
| **Activities and Procedures** |  |
| **5 min** | Bell Ringer: In their journals students will brainstorm and answer the following question:  What is a color scheme? |
| 5 min | Introduction: Ask students to think about their favorite garment.   * Have the students write down appropriate color schemes that would enhance their favorite garment. For example: What color socks, accessories, or hair pieces could you wear to compliment that garment? Have students share their ideas. |
| 15 min | Power Point Presentation: Color Schemes   * Distribute to each student a advanced organizer labeled Color Schemes. Explain to the students that they need to answer each section of the organizer as they are presented the Power Point presentation on color schemes. * Students with an IEP will be provided notes |
| 25 min (Extended into next period) | Computer Lab:  Introduce Glogster website. View Glogster examples using ([www.glogster.com](http://www.glogster.com))  Students will create a Glogster account to complete a Color Scheme Project. Using the Internet, students will find high quality images of room that fits the following color schemes: monochromatic, analogous, complementary, split complementary, triad, neutral, and neutral with an accent.  Students will post their image examples to Glogster and label each photo next to the correct color scheme.   * Students will have 10 min to complete Glogster next class period |

Materials Resources- UNE Powerpoint and color scheme notes, Glogster.com, computer