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