**Lesson plan**

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| **Lesson Title (concept)** | Psychology of Color |
| **Instructor** | Anderson C. |
| **Suggested grade level/course** | Interior Design- 10-12 grade |
| **Time suggested** | 45 min |
| **National Standards addressed:**   * State the entire objective, not just the number   **State the same\*** | 11.2.2 Analyze the psychological impact that the principles and elements of design have on the individual.  11.2.3 Analyze the effect that the principles and elements of design have on aesthetics and function. |
| **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? | **Where does it fit:**   1. This is the first lesson in the color unit. This lesson introduces students to color. This lesson will help students analyze how visual color can affect mood. Hence how color can affect rooms.   **Justification:**   1. Banana Graham: Students will begin thinking about color by coming up with color names using tiles. Next students are instructed to use the tiles to come up with adjectives of how it makes them feel. This will help students relate to color on an emotional level. 2. Incorporating literacy. Students will participate in a think pare share. I will ask students to think about psychology of color questions before I read the excerpt. Students will listen. Then pick out the main idea using Smartboard technology.   **Strategies For Diverse Learners:**  1. Special education students will be expected to write only 2 sentences per question on the Psychology of Color Paragraph. If the students are unable to type they may use the Speak and Spell Program.  2. Gifted students will be expected at answer all 3 questions on the Psychology of Color Paragraph. They will also be expected to create a biography for their website sources. |
| **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 understand how color affects physically, mentally and emotionally.  2. Students will recognize the historical meaning of color. (New)  3. Students will analyze the visual effects of color. (New) |
| **Assessment:**   * How will you know students can do the above? | Psychology of Color Paragraph Assessment |
| **Activities and Procedure** |  |
| **5 min** | Bell Ringer: Banana Graham  In groups of 4, have students list different colors using banana grahams. For every color have them come up with an adjective that describes how that color makes them feeling using the banana grahams. Have each group share their findings. |
| 5 min | Introduction: Ask students what is color? Discuss as a class the meaning of colors, what they represent and the affects it has on us.  Discuss: Which colors appear warmer? Cooler? What are some ways to create illusion with color? What colors make an area larger? Smaller? |
| 10 min | Read to the student an excerpt from *Language of Color* by Doethee Mella.  Instruct the students to think about the main idea of the reading. After the excerpt is read have each student write their main idea on the Smart Board. As a class, discuss the excerpt and come up with one main idea sentence that sums up the reading. |
| 25 min | Computer Lab Assignment  Students will research the meaning of their color 3 different ways.  1.Historical meaning of the color.  2. Visual effects of the color  3. Psychological Effect of Color.  In the computer lab, each student will research two of the above and write a short paragraph of why someone in the housing industry should know this information. Use complete sentences and correct spelling and grammar. Each paragraph must be at least 3 sentences. After each paragraph, students will list the website URL(s) you used to complete the assignment. |

Resources and Materials: Psychology of Color Paragraph Assessment, Banana Graham, *Language of Color* by Doethee Mella , Smartboard