**Class: Housing and Interior Design**

**Time: 43 minutes**

Standards:

* 11.2.1

Objective:

Students will…

* Evaluate the elements of design, more specifically color.
* Discuss the effects color have on a room based on examples of pictures

Materials:

* Power Point of pictures for discussion
* Frosting
* Food Coloring
* Nilla wafers

Lesson:

1. Show students a basic color wheel. Then show the students a color where that includes tints and shades. How are tints and shades achieved? (by adding black or white)
2. What is the effect of painting a room in a dark shade? (Show a room that is painted all in a dark color; use Sherwin Williams so that all the pictures can be of the same room in different colors). Then show the students a room that is painted with light colors, and on with accent walls. Students will share for each room what they think of that room. To have students simply focus on the shade of the color, each room will be painted with different shades of a neutral color.
3. For the second half of class students will practice mixing frosting for Nilla Wafers. They will create a desired color, and an accent color. Then they will attempt to recreate each color. This will show students that it is very difficult to get the same color twice, which is why the calculations done in the paint store are very important.

Standards:

* 11.2.2

Objective:

Students will….

* Decipher why colors are chosen for each room.
* Identify different color schemes
* Identify color psychology

Materials:

* Fabric swatches
* Paint chips

Lesson:

1. As a class we will identify the meanings of color. Using <http://nowsourcing.com/blog/wp-content/uploads/2012/01/louisville-painter.html> we will show how different colors affect our minds. Ex. Red makes people hungry. We will go though different rooms and decide what effect we would like the color we would like to have on the people in them. We will start with colors in the home and move on to colors seen in industry; ex. Restaurants, clothing stores
2. Go through the color wheel, complementary, monochromatic, analogous, and complementary, split complementary, triad, accented neutral. Have students discuss the different color combinations.
3. Students will take the paint chips and fabric swatches. They will put together what colors will go together. They will then write up half of a page about what color scheme they selected, what room these color selections would be (living room, kitchen, restaurant) and what the fabric represents (furniture, curtains). They will also describe who their client was.

**Color Project**

For this project you have been hired by a client to change the color of their space. Each client has a limited budget of $150, so they only want to make minimal changes the items they already have; therefore, you must work with the items they already have, to create a different look for their space. You may add a few low cost items to bring the new color into the space. Here are the steps you will need to take to complete this challenge:

1. Select a client/space from the group of provided on the class website. Sign up for this client so that you are the only one working for the client.
2. Upload the picture provided by the client from the class website, to [www.sherwinwilliams.com](http://www.sherwinwilliams.com). From this website you will be able to change the color of the room in the picture, and see how it looks with the furniture the client already has.
3. Next you will look at other websites to find small cost items to complete the space.
4. Go to Picasa web albums to compile the items for a professional presentation for your client.
5. Write a half page reflection of what you selected and why you selected it. Be sure to incorporate client needs, color schemes, color psychology, and the budget.