
AAFCS Assessment Domain:

AAFCS Interior Design
Fundamentals. Design
Fundamentals: 2C Illustrate
Color Basics and Color Theory

National Content Standards.

11.2.2, 11.2.3

Life Skills. Research, cultural sensitivity, reading and writing skills, organization, oral presentation, design appreciation.

Cognitive Skill Development.

Knowledge, concentration, comprehension, processing, reasoning, analysis.

Time needed. One week; (50-minute class periods).

Materials needed. Matt board, color papers, glue sticks, scissors.

Tip: Can use large paint swatches from local paint store. Results will improve.

Glossary Words. Pigment, hue, chroma, shade, tint.

Career Connections:

Residential or Commercial Design, Hospitality Design, Color Specialist, Interior Design Educator.



Module 1. Global/Cultural

1.1. Color Mood Board

Introduction

Informal research indicates that color holds different meanings in many countries and cultures throughout our world. Particular color meanings and associations can be traced to historic or religious affiliations within that country. Not every country associates the same meaning with each hue. For example, in the United States, white is typically used for a time of celebration or weddings. However, in China white is a color associated with mourning or death.

Many designers in the United States will have an opportunity to practice international design. Understanding and acknowledging the diverse meanings certain countries associate with color may assist in achieving a successful design solution for a specific client.

Objectives. At the end of this lesson plan, students will be able to

1. appreciate the use of color in a specific culture.
2. research family heritage to appreciate cultural differences.
3. understand the power of color and color meaning.

Method

Encourage students to research their personal heritage by studying the country or culture of their family history. Specifically, invite them to study the use of applied color. Most students will have to go back in their family history three or four generations to move out of the United States. (Note: if a student is adopted, invite them to select a culture of their choice or to use their adopted parent's history.)

Invite students to identify and determine typical or traditional symbols and colors used in the country or culture. Also require them to study shapes and design elements where specific colors were used. For example, study the textiles of India, the architecture of Bangladesh, and the food markets of Mexico. Other areas to look for design elements include traditional or ceremonial dress of the native people, festivals, architecture, pottery or ceramics, tribal clothing, jewelry, pottery or rugs of the culture.

Encourage students to capture the “mood” of the culture or country that reflects their family heritage using colored papers (e.g. Large paint samples or Color Aid papers. Avoid construction paper, if possible. They lack intensity of color.) In addition to colors, use shape, line, and other design elements to reflect the country/culture. Be aware of proportion, placement, and juxtaposition of color on the color mood board. Mount design on an “8 x 10” matt board or foam core. Document research in binder.

Optional: Paint software can be used instead of cut or torn papers. Printing/plotting student examples can change colors. Therefore, students should be encouraged to test their colors prior to completing their board.

Discussion Topics

- Color usage in different cultures
- Different color meanings
- Color changes through time
- Color vocabulary
- How do colors relate to self? Do they reflect those in your culture?
- Color used in interior spaces

Deliverables

- Research binder with a two page summary of the research. Images (scanned or mounted) should show designs with the emphasis on different elements of design, particularly colors that inspired the mood board.
- References for research.
- Color Mood Board; 8 x 10.

Presentation

Students will give a five minute verbal presentation of their completed color mood board to their classmates. Determine a location in the school to showcase student color boards. Share and reflect on results.

Student Examples + Process available in separate file. See Powerpoint presentation.

References

Local museums, online museum collections, community and school library (international resources, cultural studies, textiles, culinary, pottery, etc.), cultural organizations, travel books, color resources.

Websites to explore

www.smithsonian.org

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