

Graphic Design Basics: Color Theory

Media Type: Hybrid (Video with Microsoft® PowerPoint® Presentation Segments)

Duration: 7 min/54 slides

Goal: To explore the principles of using color in graphic design.

Description: The presentation explains the color wheel and its use for creating color schemes. Then the presentation explores the various considerations which must be made when using color in a design. Finally the presentation concludes covering the technical systems which designers must understand when using color.

Objectives:

- To create a design by applying color.
- To explain the function of the color wheel and identify techniques which achieve desired hues, values, intensities and color schemes for use in design.
- To compare and contrast additive and subtractive color systems and relate these principles to color specification systems used in design software.
- To research the psychological characteristics of colors, comparing and contrasting the differences in warm and cool color palettes.
- To research how color is measured in hue, value and intensity as well as how these properties combine to produce specific psychological characteristics and illustrate themes.
- To demonstrate how emotions may be influenced by the use of color in designs.



Arts, A/V Technology & Communications Career Cluster (AR)

Cluster	Standard
	Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
	Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.
Printing Technology Career Pathway (AR-PRT)	Demonstrate the production of various print, multimedia or digital media products.
Visual Arts Career Pathway (AR-VIS)	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
	Analyze and create two and three-dimensional visual art forms using various media.

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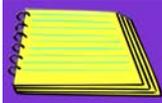
College & Career Readiness Anchor Standards for Language

Language Standards				
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
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Knowledge of Language	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
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Vocabulary Acquisition & Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
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College & Career Readiness Anchor Standards for Writing

Writing Standards					
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
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9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
Production & Distribution of Writing	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
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Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.					
Range of Writing	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.				
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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Begin class by passing out the *Graphic Design Basics: Color Theory Vocabulary Handout* and *Worksheet* for students to use during the presentation. Show the *Color Basics* video segment and administer the corresponding *Assessment*. Assign the *Color Design Samples Project* as homework.



Video
3 min.

Class 2: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show the *Color Schemes* video segment then, following the instructions in the last segment of the video playlist, show the *Color Scheme Examples* segment of the PowerPoint®. Utilizing the *Class Discussion Activity Teacher Instruction Sheet*, lead the discussion while going through the color scheme examples. Have students complete the corresponding *Assessments* for both the video and PowerPoint® segments.



Video
4 min.
Slides
1-23

Class 3: Have students complete the *Find the Color Scheme Activity*. Students will need to download the *Find the Color Scheme Student File* to complete the *Activity*.

Class 4: Have students complete any remaining work on the *Find the Color Scheme Activity*. Remind students to continue using the *Vocabulary Handout* as reference materials. Show the *Color Considerations* segment of the PowerPoint® and administer the corresponding *Assessment*.



Slides
24-38

Class 5: Have students begin the *Bad Color Design Activity*.

Class 6: Allow students to continue to work on the *Bad Color Design Activity*.

Class 7: Remind students to continue using the *Vocabulary Handout* as reference materials. Show the *Color Systems* segment of the PowerPoint® and administer the corresponding *Assessment*. Have students complete the *Color Systems Activity*. If student licenses have been purchased, an interactive version of this *Activity* is available in the “Interactive Activities” section.



Slides
39-54

Class 8: Collect the *Color Design Samples Project*. Assign the *Color Design Project*.

Class 9: Allow the entire class for students to work on their *Projects*.

Class 10: Students should continue working on their *Projects*.

Class 11: Administer the *Graphic Design Basics: Color Theory Final Assessment*. Students should turn in their *Color Design Projects* before the end of class.

Lesson Links

AIGA

- www.aiga.org

Tutpad Design Tutorials

- www.tutpad.com

Career & Technical Student Organizations

Business Professionals of America

- Graphic Design Promotion

Future Business Leaders of America

- Digital Design & Promotion

Skills USA

- Advertising Design
- Graphic Communications
- Pin Design
- T-Shirt Design

Technology Student Association

- Desktop Publishing
- Promotional Graphics

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Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50470, Brian Johns, Graphic Artist/Designer, Kenyon & Associates, Architects
- iCEV50331, Daniel Hutchinson, Graphic Designer, International Justice Mission
- iCEV50408, Mirhee Kim, Graphic Designer, Converse Marketing



Lab Activities

Class Discussion

Directions:

Using the *Class Discussion Activity Teacher Instruction Sheet*, lead a class discussion regarding the examples in the *Color Scheme Examples* segment.

Find the Color Scheme

Directions:

Students will find the color schemes of the provided design examples by reviewing the vector graphics in a vector-based design program such as Adobe Illustrator. If student licenses have not been purchased, you will need to download and provide the *Find the Color Scheme Student File* from the Printable Resources section for students to be able to complete the *Activity*.

Bad Color Design

Directions:

Students will create designs using terrible color choices. After writing brief explanations for their design choices, students will critique each others designs.

Color Systems

Directions:

Students are given examples of design briefs and must determine what color system would be the most appropriate system to use for the particular design. If student licenses have been purchased, an interactive version of this *Activity* is available in the "Interactive Activities" section.



Projects

Color Design Project

Directions:

Students will create a professional design utilizing color. See the *Project* sheet for more information.

Color Design Samples

Directions:

Students will collect and annotate ten samples of design which utilize color in some way.