

Instructional Design Document



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Orientation to Graphics
SUNY Erie South

COURSE NAME:

Orientation to Graphics

LESSON:

Color Theory for the Graphics Industry

PROJECT BACKGROUND:

SUNY Erie is a community college located in Western New York. The college consists of three campuses - North Campus in Williamsville, City Campus in Buffalo, and South Campus in Orchard Park. It offers over 100 associate degree and certificate programs in both academic and vocational/technical curricula. With over 14000 student enrollment, SUNY Erie is the second largest college in Western NY.

The Visual Communications Technology; Graphic Arts and Printing curriculum has been at the college for over 30 years. The program started as a vocational/technical program focused on training students for entry-level jobs in the printing industry.

With the recent technology advances in the graphics industry, the program has been updated to reflect this shift and has focused a significant portion of the curriculum to software training in Adobe Creative Suite. Another change has been shifting toward more graphic design instruction integrated into the program and has introduced web and multimedia design courses.

ORGANIZATIONAL NEED:

Because of the field's visual nature, both designers and production personnel must have a solid grasp of working with color to achieve the desired outcome. Understanding basic color theory is essential for anyone working in the graphics industry.

One of the program's challenges is the competition for students from the fine arts program at the college. The advantage of the Visual Communications Technology; Graphic Arts and Printing curriculum is that their students focus more on the real-world technical skills needed for entry-level employment and less on design aesthetics.

As the program transitions to an online format, classes focusing on the practical use of color are now taught outside the classroom. There are several existing digital instruction on color theory that are well-suited for artists. Still, there is no single resource that offers complete instruction on color theory for both designers and production personnel within the graphics industry that fits the class's time constraint.

COURSE LESSON PURPOSE:

To instruct beginning Graphic Design, Printing, and Web Design students in the basic principles of color theory and apply that theory within the industry.

LEARNERS AND CONTEXT:

LEARNERS:

The majority of the students in the program are first-semester college students ages 19-20. Occasionally non-traditional students are taking the course, and they can vary significantly in age and background.

KNOWLEDGE:

Students in this course will be able to recognize concepts of Basic Color Theory, including additive and subtractive color, the color wheel, primary, secondary and tertiary color, color schemes, and color harmony. Students will also have the basic computer knowledge to access web-based applications through the internet.

MOTIVATION:

As a whole, the students' motivation varies greatly. Most enjoy the creative part of the program but often struggle with the program's more technical requirements, causing enthusiasm to wane when projects stray away from the design aspect of the course.

CONTEXT:

The course is taught throughout the semester following a hybrid model, with most lessons delivered online. This lesson on color is one of the classes taught online and will include several small assignments accompanying the lecture.

INSTRUCTIONAL GOAL:

Beginning graphic design students need to be able to select and save different complementary, triad, and monochrome color combinations at home or in the classroom using a computer or mobile device.

GOAL ANALYSIS:

1. Turn on the computer
2. Launch a browser (Chrome, Firefox, etc...)
3. Go to **www.color.adobe.com**
4. Sign in to your Adobe account
5. Select the **Create** Tab on top of the Adobe Color page
6. Drag selection around the color wheel to choose a base color
7. In the **Color Rule** section, choose the **Complementary** button
8. Shift your base color to the desired color on the color wheel
9. When you create a desirable color combination, click the **Save** button on the webpage to save the color palette to your Adobe Creative Cloud Library

10. In the Color Rule section, choose the **Triad** button
11. Shift your base color to the desired colors on the color wheel
12. When you create a desirable color combination, click the **Save** button on the webpage to save the color palette to your Adobe Creative Cloud Library
13. In the **Color Rule** section, choose the **Monochromatic** button
14. Shift your base color to the desired colors on the color wheel
15. When you create a desirable color combination, click the **Save** button on the webpage to save the color palette to your Adobe Creative Cloud Library
16. Check your Library to insure that all palettes have been saved
17. Closeout of Adobe Color application

TASK ANALYSIS:*

1. Sign in to your Adobe account
 - 1.1 Turn on the computer
 - 1.2. Launch a browser (Chrome, Firefox, etc...)
 - 1.3 Go to color.adobe.com
2. Create a complementary color combination
 - 2.1 Select the Create Tab on top of the Adobe Color page
 - 2.2 Drag selection around the color wheel to choose a base color
 - 2.3 In the Color Rule section, choose the Complementary button
 - 2.4 Shift your base color to the desired color on the color wheel
 - 2.5 When you create a desirable color combination, name file:
My Complementary Palette
 - 2.6 Click the Save button on the webpage to save the color palette to your Adobe Creative Cloud Library
3. Create a Triad color combination
 - 3.1 In the Color Rule section, choose the Triad button
 - 3.2 Shift your color combinations to the desired colors on the color wheel
 - 3.3 When you create a desirable color combination, name file:
My Triad Palette
 - 3.4 Click the Save button on the webpage to save the color palette to your Adobe Creative Cloud Library
4. Create a Monochromatic color combination

- 4.1 In the Color Rule section, choose the Monochromatic button
- 4.2 Shift your color combinations to the desired colors on the color wheel
- 4.3 When you create a desirable color combination, name file:
My Monochromatic Palette
- 4.4 Click the Save button on the webpage to save the color palette to your Adobe Creative Cloud Library
5. Check your Library to insure that all palettes have been saved
 - 5.1 Screen capture the saved color palettes
 - 5.1.a Ability to screen capture (CMD, SHIFT, 4 Mac)
 - 5.2 Email screen capture to instructor
6. Closeout of Adobe Color application

PRE-REQUISITE SKILLS INCLUDE:

- Turning on computer
- Accessing webpages
- Creating an online account (with email)
- Maneuver mouse
- Recognize colors (would need accessibility features for those who may be colorblind; text to describe color)

PERFORMANCE OBJECTIVES:

Instructional Goal	Performance Objective
1. Sign in to your Adobe account	On a computer or mobile device, the learner will access the web application Adobe Color and access their Adobe account.
1.1 Turn on the computer	On a computer or mobile device, the learner will start the device.
1.2. Launch a browser (Chrome, Firefox, etc...)	On a computer or mobile device, the learner will access the internet using a browser.
1.3 Go to color.adobe.com	On a web browser, the learner will access the web application Adobe Color.
2. Create a complementary color combination	On the web application Adobe Color, the learner will develop a Complementary color combination.

2.1 Select the Create Tab on top of the Adobe Color page	On the web application Adobe Color, the learner will select the CREATE section of the application.
2.2 Drag selection around the color wheel to choose a base color	On the web application Adobe Color, the learner will analyze and select a base color on the color wheel.
2.3 In the Color Rule section, choose the Complementary button	On the web application Adobe Color, the learner will select Complementary in the Color Harmony Rule section of the application.
2.4 Shift your base color to the desired color on the color wheel	On the web application Adobe Color, the learner will analyze and formulate aesthetically pleasing complementary color combinations from the color wheel selectors, and then select those colors for archiving.
2.5 When you create a desirable color combination, name file: <i>My Complementary Palette</i>	On the Naming Section of the web application Adobe Color, the learner will execute naming their Complementary color combination.
2.6 Click the Save button on the webpage to save the color palette to your Adobe Creative Cloud Library	On the web application Adobe Color, the learner will execute saving their complementary color combination to their Adobe Library.
3. Create a Triad color combination	On the web application Adobe Color, the learner will create a Triad color combination.
3.1 In the Color Rule section, choose the Triad button	On the web application Adobe Color, the learner will select Triad in the Color Harmony Rule section of the application.
3.2 Shift your color selectors to the desired colors on the color wheel	On the web application Adobe Color, the learner will analyze and formulate aesthetically pleasing Triad color combinations from the color wheel selectors, and select those colors for archiving.
3.3 When you create a desirable color combination, name file: <i>My Triad Palette</i>	On the Naming Section of the web application Adobe Color, the learner will execute naming their Triad color combination.
3.4 Click the Save button on the webpage to save the color palette to your Adobe Creative Cloud Library	On the web application Adobe Color, the learner will execute saving their Triad color combination to their Adobe Library.

4. Create a Monochromatic color combination	On the web application Adobe Color, the learner will create a Monochromatic color combination.
4.1 In the Color Rule section, choose the Monochromatic button	On the web application Adobe Color, the learner will select Monochromatic in the Color Harmony Rule section of the application.
4.2 Shift your base color to the desired colors on the color wheel	On the web application Adobe Color, the learner will analyze and formulate aesthetically pleasing Monochromatic color combinations from the color wheel selectors, and select those colors for archiving.
4.3 When you create a desirable color combination, name file: <i>My Monochromatic Palette</i>	On the Naming Section of the web application Adobe Color, the learner will execute naming their Monochromatic color combination.
4.4 Click the Save button on the webpage to save the color palette to your Adobe Creative Cloud Library	On the web application Adobe Color, the learner will execute saving their Monochromatic color combination to their Adobe Library.
5. Check your Library to insure that all palettes have been saved	On the web application Adobe Color, the learner will access the My Libraries section of the application and analyze all the color selection palettes to ensure they were saved
5.1 Screen capture the saved color palettes	On the web application Adobe Color, the learner will access the My Libraries section of the application and execute a screen capture of the web page
5.1.a Ability to screen capture (CMMD, SHIFT, 4 Mac)	On the web application Adobe Color, My Libraries section, the learner will execute a screen capture of the web page.
5.2 Email screen capture to instructor	On a computer or mobile device, the learner executes an email sent to the instructor with the screen capture attached.
6. Closeout of Adobe Color application	On a computer or mobile device, the learner executes closing the Adobe Color application.

ASSESSMENT STRATEGY:

The ability to develop different color schemes is essential to the graphic designer. As part of a lesson on color theory, students will have a formative assessment of their ability to create color schemes using an online color tool. The students will use Adobe Color, an online tool used by many professional graphic designers to experiment with, create, and share different color schemes. Students are asked to create color palettes in Adobe Color using three different color rule models, complementary, triadic, and monochromatic. When the student has completed creating their color palettes, they will save them to their Adobe Cloud account and submit a screenshot of each color combination to the instructor for an authentic assessment. Although this assignment requires a small amount of creativity, the results of this task are very objective and students are expected to create correctly developed color schemes with 100% accuracy.

INSTRUCTIONAL STRATEGY:

The color theory class is a one week lesson in a series of studies as part of a hybrid 15-week introductory graphic design course. This color theory class is delivered asynchronously online on the LMS platform Blackboard. The class content is delivered through various media that includes instructor written lessons, YouTube and LinkedIn Learning videos, and articles and blogs written by professional designers. The color class comprises basic instruction in using color as it pertains to graphic design. Subjects covered in this lesson include the color wheel, color schemes, additive and subtractive color, CMYK, Pantone, and electronic color, as well as the relativity and psychology of color. This color theory lesson is also integrated into a larger five-week logo design project assigned later in the semester. As part of this logo design project, students are also summatively assessed when they must build several color scheme options in Adobe Color for a logo they designed.

FOLLOWUP ACTIVITY:

At the end of the color theory lesson, students take a 10 question multiple-choice knowledge check. The assignment encourages students to look up the answers to any unknown questions by going back and reviewing the week's lesson. This activity is not intended to test the student's acquired knowledge but to have them revisit any part of the lesson's fundamental points they may have missed or not understood.

CONTENT OUTLINE

Module	Performance Objective	Instructional Strategy	Materials
Module 1. 40 Minutes	Instruction in color theory for beginning graphic design students	Students login to their Blackboard accounts and study the first part of fundamental color theory, which consists of instructional material broken into three segments: 1. The color wheel 1.1. Primary color 1.2. Secondary 1.3. Tertiary colors 2. The values of color 2.1. Hue 2.2. Saturation 2.3 Lightness 3. Creating color schemes 3.1.Complementary colors 3.2. Triadic colors 3.3. Analogous Colors 3.4. Monochromatic colors Instruction content consists of readings, blogs, articles, graphics, and videos. • YouTube video: Beginning Graphic Design: Color: https://youtu.be/_2LLX-nUdUlc • SmashingMagazine.com: Beginning Graphic Design: Color • Color Theory For Designers, Part 2: Understanding Concepts And Color Terminology • SmashingMagazine.com • Beginning Graphic Design: Color • Color Theory for Designers: How To Create Your Own Color Schemes • LinkedIn Learning: Adobe Color Essential Training - Chapter 1	Computer or mobile device Internet access Web browser Access to SUNY Erie Blackboard LinkedIn Learning Account

Module 2. 5 Minutes	1. Students sign into their Adobe account. Instructional goals 1.1 - 1.3	Using a computer or mobile device, students will sign into a previously existing Adobe Cloud account on an internet browser	Computer or mobile device Internet access Web browser Adobe Cloud account
Module 3. 5-10 Minutes	2. Student will create a complementary color combination with 100% accuracy. Instructional goals 2.1 - 2.6	Following the instructions on a self-guided job aid, students: 2.1 - Select the CREATE tab on the application page to create a new color scheme 2.2 - Select the desired base color on the Adobe Color application's color wheel 2.3 - Choose the Complementary color on the Adobe Color application's Color Rule section 2.4 - Given that two complementary colors can vary in a relative value of saturation and lightness; the student will analyze and maneuver the color selectors, select a corresponding color that aesthetically compliments the base color 2.5 - Name the color scheme 2.6 - Save the color scheme in the library section of the student's Adobe account	Computer or mobile device Internet access Web browser Adobe Cloud account
Module 4. 5-10 Minutes	3 - Student will create a triadic color combination with 100% accuracy. Instructional goals 2.1 - 2.6	Following the instructions on a self-guided job aid, students: 3.1 - Select the CREATE tab on the application page to create a new color scheme 3.2 - Select the desired base color on the Adobe Color application's color wheel	Computer or mobile device Internet access Web browser Adobe Cloud account

		3.3 - Choose the Triad color on the Adobe Color application's Color Rule section 3.4 - Given that triadic colors can vary in a relative value of saturation and lightness with each other; the student will analyze and maneuver the color selectors, select corresponding colors that aesthetically compliments the base color 3.5 - Name the color scheme 3.6 - Save the color scheme in the library section of the student's Adobe account	
Module 5. 5-10 Minutes	3 - Student will create monochromatic color combination with 100% accuracy. Instructional goals 2.1 - 2.6	Following the instructions on a self-guided job aid, students: 4.1 - Select the CREATE tab on the application page to create a new color scheme 4.2 - Select the desired base color on the Adobe Color application's color wheel 4.3 - Choose the Monochromatic color on the Adobe Color application's Color Rule section 4.4 - The student will analyze and maneuver the color selectors to select corresponding tints and shades of the base color 4.5 - Name the color scheme 4.6 - Save the color scheme in the library section of the student's Adobe account	Computer or mobile device Internet access Web browser Adobe Cloud account

Module 6. 5 Minutes	Students will check saved color schemes in the Adobe Cloud library and submit screenshots of color combinations to the instructor via e-mail. Then Students will close out of Adobe Color. Instructional goals 5.1 - 6	Following the instructions on a self-guided job aid, students: 5.1 - Check if all color schemes are correctly saved in the library 5.1.a - Make screenshots of each color combination 5.2 - Email the class instructor with the screenshots of the three color combinations attached to the e-mail 6 - Log out of Adobe Color	Computer or mobile device Internet access Web browser Adobe Cloud account Student Email account
Module 7. 15 Minutes	Review key points of the color theory lesson	Students take a 10 question multiple-choice knowledge check where they are encouraged to look up any unknown answers by revisiting the week's lesson	Computer or mobile device Internet access Web browser Access to SUNY Erie Blackboard

COURSE EVALUATION:

The instructor will make a formative evaluation upon receiving the email attachments of the color schemes. If the students do not complete the exercise with the desired competency, the instructor can revise the part or parts of the lesson that students had difficulty with and revisit the task in a future lesson.

When dealing with creative subject matter, evaluation can be challenging, as the very nature of creativity is finding new ways of problem-solving. Many times this requires the instructor to develop new ways of assessing student performance and evaluating program success. Because of the medium's subjectivity, design students must learn to justify creative decisions that may be objectively unpopular. In a major project later in the semester, students must utilize a combination of skills acquired in the course, one of them being able to create color themes in Adobe Color for a logo they design. The logo project offers a perfect opportunity for the instructor to perform a more thoughtful, formative assessment of the color theory class. Here students are not only required to create a variety of color scheme options, but they are asked to explain the rationale of their design and color choices in a group project presentation. What results is both a greater insight into the student's ability and the program's effectiveness to encourage students to explore the limits of their creativity.