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| **Aesthetics and design: colour and feelings** | | | |
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| Explore the psychological effects of colour and its importance in design | | | |
| **Subject(s):** Science, Design & Technology  **Approx time:** 15 mins |  | | **Key words / Topics:**   * product design * aesthetics * colour |
| **Suggested Learning Outcomes** |  | |  |
| * To understand the importance of colour in design * To apply colour theory to a product * To be able to justify their design decisions in developing a product colour range | | | |
| **Introduction** |  | |  |
| The engineers behind the Watt Nightclub in Rotterdam turn the energy created by clubbers on the dance-floor into power for the lighting. There’s even a giant battery to monitor the energy and encourage the crowd to dance even more. Doing your bit for the environment doesn’t have to be boring!  One of the options that the designers had to consider was the colour of the lighting on the dance floor.  In this activity, students will use the **Dance Power** film as the stimulus to investigate the ‘power of colour’. | | | |
| **Activity** |  | | **Teacher notes** |
| film Watch the **Dance Power** film  Pose the question:  ‘**Why do they use bright, flashing lights in a nightclub?’**  icon-ppt Use the **Colour and Feelings (Presentation)** to explore the students’ moods and feelings in relation to each colour.  Show the colour first and discuss:   * What do they feel looking at the colour? * What does the colour remind them of? * What do they think when they see it?   Then animate the slide to highlighted words and compare and contrast with students answers. Why were there differences?  Other extension questions could be:   * Why are fridges predominantly white? * Why do computers generally come in silver, black or white? * Why don’t cars come in matt black? * Why do boys not like pink? * Why do you not get blue sweets? |  | | Other clips and questions:  Additional supporting resources for extension:  **Question** ‘Would you like this in your bedroom? Why?’ <http://www.youtube.com/watch?v=_TWq1v4WbiI> |
| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| The ‘Would you like this in your bedroom? Why?’ video <http://www.youtube.com/watch?v=_TWq1v4WbiI> could be used to introduce the activity. |  | | Investigate objects around the class.  Discuss why certain colours are chosen for products:   * School Uniforms * Posters * Mobile Phones * Organic Food |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| film Dance Power film, access to a computer and projector |  | | icon-ppt Colour and Feelings (Presentation) |
| **Additional websites** |  | |  |
| * Some interesting tests relating to colour and vision which students can perform. (And some interesting facts about red contact lenses for chickens!!): <http://www.colormatters.com/color-and-vision/color-and-vision-matters> * More information on the effects of colour: <http://www.colormatters.com/color-and-the-body> * Colours and the emotions that they evoke:<http://www.creativebloq.com/web-design/12-colours-and-emotions-they-evoke-61515112> | | | |
| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * FILM: Dance Power   **Main** (Options)   * ACTIVITY: Piezoelectric Crystal * ACTIVITY: Piezoelectric Product * ACTIVITY: Sustainable dancefloors | | **Extension** (Options)   * ACTIVITY: **Colour and Feelings** * ACTIVITY:Market research on Colour and Mood * ACTIVITY: Colour in Product Design   **Plenary**   * Cross-curricular presentation of learning: poster with agreed assessment success criteria | |

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| **The Engineering Context** film |
| * **The story** Dance Power Film * **How it works?** Tile Prototypes * **Who makes it work?**  Dr Helm Jansen and Dr Johan Paulides |

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| **Curriculum links and PLTS** | |
| **England**  Science   * KS3 34f   Design & Technology   * KS3 1a, 3a | **Northern Ireland**  Technology & Design   * Design – identifying problems; investigating, generating, developing, modelling and evaluating design proposals; giving consideration to form, function and safety   (Objective 2) Developing pupils as Contributors to Society   * Cultural understanding   Learning Outcomes   * research and manage information effectively to investigate design issues, using Mathematics and ICT where appropriate; * show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate |
| **Scotland**  Technologies   * TCH 3-01a | **Wales** |
| **GCSE D&T**  AQA D&T   * 3.2.1, 3.3.1, 3.3.6   Edexcel D&T   * 1.15.1h, 2.3.1b, 3.3.1b, 3.3.6c, 4.3.1b, 4.3.6c, 5.3.1b, 5.3.6c, 6.3.1b, 6.3.6c, 7.2.5b, 7.3.1b   Eduqas D&T   * 2.1 Papers: 2 * 2.1 Plastics: 2 * 2.1 Metals: 2 * 2.1 Textiles: 2 * 2.1 Timbers: 2 * 2.1 Systems: 2   OCR D&T   * 1.2a iv, 5.2c ii |  |
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| **Personal, learning & thinking skills (PLTS)** |
| **>** Creative thinker |