

THE PSYCHOLOGY BEHIND COLORS

How Colors Make
Us Feel

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Needs Analysis



Introduction

This lesson explores the *Psychology Behind Colors*, delving into how colors influence human emotions, perceptions, and behaviors. Designed for a 5th-grade art classroom, the lesson helps students understand that color is more than decorative; it introduces students to the idea that color is a resource for communication and emotional expression. Learners will discover how warm and cool colors create different moods and how artists and designers use color intentionally to guide attention and convey meaning.

The session will be a hybrid format (in-person lecture with online activities) lasting approximately 60 minutes. Students will engage in guided discovery, group discussions, and visual exploration to connect what they observe about color to how it affects emotions in themselves and others. Through creative exercises and reflection, learners will begin forming conceptual understandings of how color and emotion interact with visual experiences.

Problem Statement

Many elementary students recognize colors by name and can describe whether they “like” or “dislike” a color, but they often lack a deeper understanding of *why* colors make them feel a certain way or *how* colors can communicate emotion in art and design. Without guidance, students may use colors randomly rather than intentionally, missing opportunities to express feelings, ideas, or tone through visual choices.

Research on color and learning shows that color influences emotion, attention, and even motivation (Kimmons, 2020). Warm colors such as orange or yellow can create excitement or energy, while cool colors like blue and green tend to calm and relax. Understanding these emotional cues helps learners connect color to meaning, which is a foundational skill for both artistic expression and conceptual thinking.

The instructional need is to guide students from surface-level familiarity with colors towards a deeper conceptual relationship between color and emotion. This conceptual understanding will

allow them to apply color purposefully in creative projects, communicate ideas visually, and reflect on how color impacts their own emotional responses.

Current State	Knowledge Gap	Ideal State
<p>Students apply color in art through instinct and based on personal preference, familiarity, or realism rather than conceptual intent (favorite colors and real-world alignments).</p> <p>Analysis of artwork is primarily descriptive (“I like this color”) rather than interpretive (“This color creates a calm feeling”)</p> <p>Students do not analyze artworks’ concepts or tones based on color theory.</p>	<p>Students have limited awareness of how color affects emotion and lack the vocabulary to describe color-emotion relationships.</p> <p>Students do not connect emotional reactions to color with artistic or psychological principles. Color application and analysis is instinctive and subjective, often driven by personal preference and real-world examples.</p>	<p>Students intentionally apply color theory to express mood or tone and articulate emotional associations with color choices.</p> <p>Students critically analyze how artists and designers use color to influence perception, mood, and meaning. They can apply their understanding of color theory to better analyze artistic tone and concept.</p> <p>Students can identify why different colors elicit certain emotions and define color-emotion connections (blue elicits calm, orange energizes viewers, etc.).</p>

Instructional Goal

By the end of this lesson, 5th-grade students will be able to define and describe emotional associations with key colors, identify and analyze how color theory is applied in artworks to convey tone or mood, and create a visual design that intentionally communicates an emotion or concept through purposeful color selection.

Learner Analysis

The target audience for this lesson is a 5th-grade classroom of approximately 20-25 students. Learners at this age are naturally curious, imaginative, and eager to express themselves visually. Most students are familiar with primary and secondary colors and have experience using art materials such as paint or digital drawing tools, but they have limited conceptual understanding of how colors can represent emotion and meaning.

Students are at a developmental stage where they can think concretely about examples (e.g., “red feels exciting” or “blue feels calm”) and are beginning to transition toward abstract thinking, forming broader concepts such as “color can communicate mood.” The lesson will build on this shift by guiding students to explore emotional responses to color and connect their experiences to intentional design choices.

Key Learner Characteristics:

- Age: 10-11 years old
- Digital/Art Literacy: Intermediate (experience with tools such as Microsoft Paint, Kleki, Canva, and traditional art materials)
- Learning Preferences: Hands-on, visually rich, interactive activities
- Social Orientation: Respond positively to collaborative group work and guided discovery
- Cultural Dimension: Diverse cultural backgrounds may shape emotional association with colors, enriching class discussions
- Support Needs: Clear visual examples, structured reflection prompts, and scaffolded modeling to connect emotion with design choices

This age group thrives when instruction has a combination of creativity with conceptual exploration that supports both affective and cognitive learning domains.

Context Analysis (Including Constraints)

The lesson will take place in an elementary classroom equipped with a projector or smartboard, student desktops, laptops, tablets, and basic art supplies (colored pencils, markers, paper). The

learning environment supports both digital and traditional media exploration, allowing flexibility in how students experiment with color.

A shared learning platform (Google Classroom) will provide links to short videos, digital color wheels, and emotion charts. This blended environment encourages students to explore colors interactively while reinforcing conceptual understanding through group activities.

Constraints:

- A limited class period may restrict time for deeper discussion or multiple revisions.
- Variations in students' access to devices or color vision differences may affect participation.
- Teachers will need to prepare accessible visuals and clear task instructions to maintain focus and engagement.

Despite these constraints, the environment is well-suited for a blended, constructivist learning experience where students can experiment, reflect, and construct meaning through active exploration of color and emotion.

Content Analysis

Task	Description	Tools/Resources
Define color psychology	Introduce the concept of how color influences perception, emotion, and behavior	Slides, short video
Identify color meanings	Discuss emotional and cultural associations of traditional colors (red, blue, yellow, etc.)	Infographic, discussion prompts, examples from audience-relevant media

Differentiate warm vs. cool colors	Explain the psychological impact and visual effects of warm and cool colors	Visual chart, examples from audience-relevant media
Analyze real-world examples	Examine how color psychology is applied in branding, design, and art	Case study slides
Apply knowledge	Create a small poster, ad, or mood board demonstrating intentional emotional use of color	Canva/Figma/PowerPoint/Art materials
Reflect and evaluate	Students present their design choices and explain how they align with color theory principles	Peer feedback, rubric

Flow of Instruction:

1. Introduction → Engage
2. Concept Explanation → Explore
3. Visual Demonstration → Explain
4. Application Activity → Elaborate
5. Reflection & Evaluation → Evaluate

Through this conceptual learning experience, fifth-grade kids will be able to go from using color intuitively to making deliberate artistic decisions. By integrating emotional awareness with creative practice, students will be able to start building a fundamental understanding of how

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visual elements can influence perception and communicate feelings (skills that support both artistic growth and emotional intelligence).

Instructional Design Document



Instructional Objectives

This lesson introduces fifth-grade students to the concept of color psychology. It will focus on how color can influence human emotions, perceptions, and behaviors. Through hands-on experiences and guided exploration, students will learn to identify warm and cool colors, analyze how color impacts mood and tone in various designs and artworks, and apply their understanding to create an original visual product using color theory. This lesson encourages active learning through observation, discussion, and creative expression, which allows students to construct meaning from real-world examples. Students will get a greater understanding of how color serves as a powerful tool for communication and emotional expression in art and design by interacting with color theory in both conceptual and practical ways.

By the end of this lesson, fifth-grade students will be able to:

1. Define the concept of color psychology and describe how colors can influence human emotions and behavior.
2. Identify and classify warm and cool colors based on their emotional associations.
3. Determine how color is used to create mood or tone by analyzing selected real-world artworks and designs.
4. Create a visual product (poster, digital mood board, or design) that intentionally uses color to express a chosen emotion or message.
5. Reflect on personal design choices and justify how color decisions relate to color theory principles that support the piece's concept.

These objectives are measurable, developmentally appropriate, and designed to support conceptual learning through exploration, creation, and reflection. By the end of the lesson, students will have developed a foundational understanding of color psychology and its role in shaping human experiences. Overall, the lesson fosters conceptual understanding, creative application, and reflective thinking.

Instructional Theory and Model

Model Used: Robert Gagné’s *Nine Events of Instruction* supported by *Constructivist Learning Theory*.

Gagne’s model provides a structured approach for facilitating new learning by connecting prior knowledge to new concepts, guiding learners through application, and supporting retention. Constructivist principles complement this by emphasizing exploration, self-discovery, and meaning-making to conceptual understanding in 5th graders.

Gagné Event	Application in Lesson
Gain Attention	Show a short animated video where color palettes change to evoke different emotions. Ask: “How did each color make you feel?”
Inform Learners of Objectives	Display learning goals and discuss why artists and designers use color intentionally to communicate emotions.
Stimulate Recall of Prior Learning	Students recall knowledge of primary and secondary colors through a quick color-sorting mini-game.
Present the Content	Introduce warm vs. cool colors, emotional associations, and real-world design examples using (logos, paintings, media scenes).

Provide Learning Guidance	Facilitate discussion with guided prompts linking colors to feelings; provide visual aids and emotion color charts.
Elicit Performance (Practice)	Students create their own “Emotion through Color” poster or mood board.
Provide Feedback	Peer and teacher feedback on emotional accuracy and design choices.
Assess Performance	Students present their designs and complete a short reflection explaining their color choices.
Enhance Retention & Transfer	Encourage students to identify color-emotion examples in daily life (apps, art, advertisements) and post them in Google Classroom.

Learning Theory Application: Constructivism

This learning experience is driven and shaped by constructivism. Through the encouragement of personal understanding, creation, collaboration, leadership, and application, students construct knowledge, ensuring the content is not only processed but transferred to the real world.

Moreover, as this lesson is designed for a visual arts class, it is critical to consider what defines a student’s success. Constructivism allows for process, creation, and thought driven measurement, opening the opportunity for learning experiences that do not necessarily have one right answer. By utilizing constructivism, students' success may be measured through assessments such as reflections, process documentation, and projects.

Technique Used/ Material Created	Constructivism Connection
Color Sort Activity	The Color Sort Activity employs constructivism principles because it encourages student leadership, collaboration, and knowledge discovery through experience.
Connection to Real Life (real-world examples and applications)	By utilizing real world examples of media (logos, movies, shows, art, etc.), student may connect their in-classroom experience with the outside world. Moreover, students are asked to apply their built knowledge through a real-world project: creating an artwork that applies color theory principles.
Assessment and Evaluation Style (process and reasoning centered)	This lesson employs reflection, reasoning, and achievement based measurement, ensuring all students may build personally unique knowledge. Moreover, this course’s final assessment is a project-based activity, encouraging subjective student understanding, creative thinking, and critical reasoning.
Maker-Based Learning Approach	During this lesson, students are ultimately tasked with creating an artwork that represents an emotion through color theory application. This creation process encourages creativity, problem solving, and iteration, ensuring students not only learn about color psychology, but also the design process.
Reflection Opportunities (Module 1 - Module 6)	Alongside the final artwork, students will submit a reflection sheet. This sheet includes

	a description of their artwork, the reasoning behind their design decisions, and a reflection on key lessons learned. Through this reflection, students may consider their work and truly transfer the built knowledge from the classroom to real life.
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Instructional Strategy (Design Blueprint)

Overview: A 60-minute hybrid session (30 minutes in-class + 30 minutes online component) focused on emotional interpretation and intentional color application.

Flow of Instruction:

- Engage (5 min): Show an emotional color video and discuss first impressions.
- Explore (10 min): Interactive warm vs. cool color sorting activity (digital or physical cards).
- Explain (10 min): Instructor models how colors convey emotions using art/media examples.
- Elaborate (25 min): Students create their own visual design (poster, ad, or mood board) expressing an emotion through color.
- Evaluate (10 min): Students share work, discuss emotional impact, and complete a short reflection form.

Motivational and Pedagogical Strategies:

- Relevance: Links to real-world media and art contexts
- Choice: Students select their emotion and design medium.
- Collaboration: Peer feedback and small-group sharing.
- Recognition: Student work showcased digitally or displayed in the classroom gallery.

Function and Purpose of Lesson Components:

Element	Function	Purpose
Video & Discussion	Activate prior knowledge	Engage learners emotionally
Infographic & Color Wheel	Visual reference	Support comprehension of theory
Design Project	Practice application	Encourage creative expression and concept mastery
Reflection Sheet	Self-assessment	Reinforce understanding and meta-cognition

Motivational Strategies: Relevance (real-world connections), choice (students select their emotion/design format), collaboration (peer sharing), and recognition (showcase work digitally or in-class).

4. Assessment Strategy

Assessment Type	Purpose	Method	Criteria for Success
Formative Assessment 1	Gauge prior knowledge	Warm vs. cool color quiz	At least 80% correct
Formative Assessment 2	Check conceptual understanding	Guided discussion and exit ticket	The student identifies one emotional

			association for each primary color
Summative Assessment	Demonstrate application and synthesis	Visual design project + reflection	Meets rubric criteria for design intent, color-emotion alignment, and reflection depth

Formative Assessment 1

This quick quiz ensures that students have the foundational understanding necessary for later lessons on emotional tone and visual communication. It also provides immediate feedback to both students and the instructors to see where there’s a need for reinforcement.

Rubric:

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement
Accuracy of Color Classification	Correctly identifies all or close to all (90-100%) warm and cool colors	Correctly identifies at least 80% of warm and cool colors	Correctly identifies less than 80% of colors
Understanding of Emotional Associations	Showcase a strong understanding of how color temperature affects mood (warm = energy color - calm)	Shows basic understanding of color and emotion links with minor confusion	Shows limited or incorrect understanding of color and emotion connections

Completion and Effort	Quiz is fully completed and shows clear, thoughtful answers	Quiz mostly complete with reasonable effort	Quiz is incomplete or lacks effort
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Formative Assessment 2

This discussion promotes verbal reasoning and reinforces the connection between theoretical content and real-world scenarios. The exit ticket (stating one emotional association for each primary color) also provides the teacher with evidence of individual comprehension and allows pin-pointing where reteaching information is needed.

Rubric:

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement
Participation in Discussion	Actively contributes thoughtful ideas and examples; builds on peer feedback	Participates appropriately; shares at least one relevant idea	Minimal participation or off-topic comments
Accuracy of Emotional Associations	Correctly identifies accurate and nuanced emotional meanings for each primary color	Correctly identifies at least one accurate emotion for each primary color	Provides inaccurate or incomplete emotional associations

Exit Ticket Reflection	Writes clear, well-reasoned explanations connecting color and emotion	Writes basic but accurate responses with some explanation	Provides incomplete or unclear responses
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Summative Assessment

The visual design project and reflection capture both creative and cognitive dimensions of learning. It allows students to demonstrate mastery of content through authentic application, while the reflection encourages connecting their design process to theoretical understanding.

Rubric:

Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Needs Improvement (1)
Design Intent	Emotion or theme is clearly defined and strongly communicated through visual design choices	Emotion or theme is apparent and mostly supported by design	Emotion or theme is unclear or weakly conveyed
Color and Emotion Alignment	Color choices consistently enhance the intended emotion; strong application of color psychology principles	Color choices generally support the intended emotion, with minor inconsistencies.	Color choices do not align with intended emotion or show misunderstanding

Creativity and Effort	Design shows originality, strong craftsmanship, and attention to detail	Design shows good effort and basic creativity	Design shows minimal effort or incomplete work
Reflection Depth	Reflection demonstrates insightful reasoning, clearly explaining how color choices relate to emotions and intent	Reflection provides a basic explanation of color choices and emotional intent	Reflection is brief, unclear, or missing connections to color psychology
Overall Presentation	Project is neat, visually balanced, and effectively presented	Project is complete and presentable, though some areas may lack polish	Project is messy, incomplete, or difficult to interpret

Course Format or Structure

- Modality: Hybrid (in-person + Google Classroom)
- Duration: 60 minutes (30 minutes in-person) (30 minutes via Google Classroom)
- Tools: Google Classroom, Smartboard, Canva, colored pencils, collage materials (magazines, glue, sponges, thick paper), digital color wheel, reflection form
- Group Work: Collaborative peer feedback and short team discussions

Reflection on Collaboration

Our team (Bryn, Diti, Carmen, and Asha) collaborated using Google Docs and group text chat to combine diverse strengths and perspectives.

- Diti led learner and context analysis, co-authored instructional objectives
- Bryn designed blueprint flow and visuals for the digital platform

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- Carmen developed assessment strategies and a rubric
- Asha integrated Gagné's instructional theory alignment and final editing.

Our collaborative cooperation ensured theoretical alignment with instructional models while maintaining creative freedom. Weekly check-ins and peer reviews strengthened consistency and cohesion across all sections, ensuring the final design document reflected the shared vision and quality.

Instructional Materials



Overview

This instructional materials package is designed to guide a teacher through delivering a hybrid (online + in-person) color psychology lesson to 5th-grade art students. The design supports mastery of a relatively complex conceptual skill: understanding how colors communicate emotions and intentionally applying color theory to artistic work. Materials introduce students to the conceptual idea that color communicates emotion.

Materials are created so that another instructor can deliver the full lesson seamlessly, using simple formats: slides, printable cards, and step-by-step guidance. The sequence begins with asynchronous online instruction to build foundational knowledge and transitions into an interactive in-person lesson where students create and analyze color-based emotional designs.

Course Description

Title: *The Psychology Behind Colors: How Colors Make Us Feel*

Format: Hybrid/Flipped Classroom – Online introduction + In-person classroom application

Estimated Learner Time: 60 minutes total (20-25 minutes online, 35-40 minutes in class)

Target Audience: 5th-grade art students (ages 10 – 11)

This lesson introduces students to the idea that color is more than decoration. It is a tool artists and designers use to communicate emotions, set moods, gain attention, and influence how people feel. Through a combination of online learning and in-person creative exploration, students will discover how warm and cool colors create emotional effects and how color psychology appears in art, media, and everyday design.

The online portion presents foundational concepts through short videos, visual examples, interactive warm/cool sorting, and quick checks for understanding. These activities build essential vocabulary and help students recognize emotional responses to color before they enter the classroom.

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During the in-person session, students apply what they have learned by analyzing learner-relevant artwork, collaborating in small groups, and creating their own emotion-based design. Using the Emotion & Color Helper Chart, students may intentionally select colors to express feelings such as calm, excitement, joy, or mystery. Using art materials, students will then create an artwork that accurately conveys a specific emotion through color choice. Students then share their artwork with peers and reflect on their design choices using color psychology vocabulary.

The lesson aligns with Gagne’s Nine Events of Instruction and supports conceptual understanding by blending guided discovery, visual modeling, and creative practice. By the end of the session, students will understand how color influences emotion and will be able to use color intentionally to communicate a mood in their own artwork.

Materials Included

Online Instruction Materials (managed in Google Classroom)

- Instructor Notes for online module
- Intro Video (<https://youtu.be/0076ZF4jg3o>)
- Digital Warm vs. Cool Color Sort (Camtasia)[1] [2]
- Emotion & Color Helper Chart (PDF)
- 5-Item Formative Quiz (Sorting 5 colors into 5 separate emotion categories)[3] [4] [5]
- Online Image Analysis Prompt

In-Person Instruction Materials

- Instructor Presentation (slides outline included)
- Warm/Cool Color Cards (printable)
- Sample Artwork Set (3-5 images)
- Student Design Project Instructions
- Reflection Sheet
- Summative Assessment Rubric

Instructional Strategies – Design Blueprint

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This course uses a flipped classroom instructional approach grounded in Gagne’s Nine Events of Instruction and supported by constructivist principles. The goal is to help 5th-grade learners move from intuitive color use to deliberate emotional communication through color choice.

The instructional flow begins with online, self-paced conceptual learning, followed by in-person application, analysis, and creative production. This structure ensures that students enter the classroom prepared with foundational knowledge, allowing face-to-face time to center on deeper exploration and hands-on application.

Format: Hybrid/Flipped Classroom (Online + In-Person Classroom)

Duration: 60 Minutes total

Online (20 – 25 minutes)

Classroom (35 – 40 minutes)

10-Step Instructional Procedure (Hybrid Model)

1. Gain Attention | Asynchronous (Online)

Online Video Introduction

Students watch a short video showing scenes that shift color palettes to create different moods (calm, energetic, mysterious, etc.).

Medium: Video posted in Google Classroom

Purpose: Spark emotional curiosity and anchor the concept visually.

2. State Objectives | Asynchronous (Online) and Synchronous (In-Person)

Clear, age-appropriate objectives posted at the top of the online module:

- “You will learn how color affects our feelings.”
- “You will explore warm and cool colors.”
- “You will use color to convey an emotion in your own artwork.”

Medium: Slide or Classroom announcement

3. Stimulate Recall of Prior Knowledge Asynchronous | (Online)

Prompt students to connect familiar colors with emotions:

- “Choose one color you like and describe how it makes you feel.”

Medium: Google Classroom Question

Purpose: Activate informal color-emotion associations already in memory.

4. Present Content | Asynchronous (Online)

Students access a short, guided slideshow explain:

- What color psychology means
- Warm vs. cool colors
- Examples of emotional tone created by color choices
- Real-world examples (logos, scenes, paintings)

Medium: Mini-slideshow (5-7slides)

Teacher Notes: Keep text minimal; rely on strong visuals.

5. Provide Learning Guidance | Asynchronous (Online)

Students receive a downloadable Emotion & Color Helper Chart, showing:

- Common warm/cool colors
- Typical emotional associations
- Simple visuals for reference

Medium: PDF Handout

Purpose: Scaffold understanding before applying it independently.

6. Guided Practice | Asynchronous (Online)

Digital Warm/Cool Color Sort:

Students drag color tiles into two categories: warm/cool.

Follow-up question:

“Pick one arm and one cool color. Write one sentence about how each feels.”

Medium: Interactive Google slides file

Criteria for Success: All colors sorted; complete emotional sentences.

7. Formative Feedback | Asynchronous (Online)

Auto-graded quiz covering:

- Warm vs. cool identification
- Recognizing emotional tone in a simple image
- Vocabulary check (calm, energetic, peaceful, bold, etc.)

Medium: Google Forms

Purpose: Catch misunderstandings before the class session.

8. Elicit Performance | Asynchronous (Online)

Students complete a short assignment:

“Upload an image (logo, painting, photo) and describe the emotion its colors create.” [7]

Medium: Google Classroom upload

Purpose: Prepare students for in-person analysis.

9. Elicit Performance and Assess Performance Synchronous (In-Person)

A. Engage (5 minutes)

The teacher shows three artworks with contrasting color moods.

Students guess the emotion conveyed.

Medium: Slides

Success Indicator: Students name feelings using color vocabulary.

B. Explore (10 minutes)

Warm/Cool Color Card Sort (Physical)

Small groups sort printed color cards into two columns.

Medium: Printed cards

Purpose: Reinforce digital learning in tactile form.

C. Explain (10 minutes)

Teacher models how to analyze an artwork:

- What colors appear the most?
- Warm or cool?
- What mood does that create?

Medium: Smartboard/Slides + short discussion

Purpose: Build conceptual understanding.

D. Elaborate (25 minutes)

Student Design Project:

Students create a mini-poster, mood board, or simple artwork that expresses a chosen emotion using color intentionally.

Steps students follow:

1. Choose an emotion (joy, calm, fear, excitement, etc.)
2. Select a color palette based on warm/cool principles
3. Create artwork
4. Write 1-2 sentences explaining their color choices

Medium: Paper, markers, colored pencils, or tablets

Purpose: Checklist for circulating feedback

E. Evaluate (10 minutes)

Students share their artwork with a peer:

- “My emotion is ___. I used these colors because ___.”

Teacher collects:

- Final artwork
- Reflection sheet

Medium: Artwork submission

Success Criteria:

- Correct color-emotion alignment
- Intentional choices
- Clear explanation using vocabulary

10. Enhance Retention & Transfer

The teacher briefly revisits the Emotion & Color Helper Chart and encourages students to use intentional color choices in future art projects.

Optional extension:

Upload student work to the Google Classroom gallery.

Lesson Topics, Format, and Assessment Template

Module 1 – Why color Matters (10 minutes, Online)

Objectives: Students will be able to explain that colors can create emotions and influence how things feel in art, design, and media.

Gagne’s Events: Gain attention, inform objectives, stimulate recall

Assets Provided:

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- Introductory video (1-2 minutes)
- Good vs. weak emotional color examples, illustrated with an interactive visual.
- Short reflection prompt

Learner Experience

- Students watch a short video showing color palette shifts in scenes.
- Explore strong vs. weak emotional color examples using interactive visuals.
- Learners write a brief reflection: “Which example created a stronger mood and why?”

Module 2 – Warm vs. Cool Colors (12-15 minutes, online)

Objectives: Students will locate warm and cool colors, identify their emotional associations, and use the Emotion & Color Helper Chart to support understanding.

Gagne’s Events: Present Content, Provide Guidance, Practice

Assets Provided:

- Online interactive lesson (Camtasia) outlining warm and cool color descriptions
- Emotion and Color Helper Chart (PDF)
- Online Warm versus Cool Color Sorter activity (drag and drop practice)
- Lesson reflection document. Students will choose one warm and one cool color and write a sentence about how each color feels.

Learner Experience:

- Students will engage with an interactive video that teaches them about warm and cool colors. They will actively learn with in-video activities to solidify understanding.
- Students may download or view the Emotion and Color Helper Chart (PDF) as a reference for the color sorter activity or future assessments.
- Virtually, students will use a drag-and-drop strategy to sort colors into two categories: cool and warm tones. The students will be provided instant virtual feedback.
- At the end of Module 2, students will be asked to choose one warm and one cool color. They will then describe how each color feels using the vocabulary and concepts learned in previous activities/ lessons.

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Module 3 – Color creates mood (8-10 minutes, online)

Objectives: Students will identify how color choices influence mood in real-world images and explain emotional tone.

Gagne’s Events: Present Content, Elicit Performance

Assets Provided:

- Five question formative assessment (multiple choice or drag and drop quiz).
Automatically graded
- Online image color analysis prompt document (activity instructions for students to read)
- Real world examples of color theory in action (provided logo, art, and media examples that are relevant to the target audience)

Learner Experience:

- Learners will complete a brief five question assessment, testing their initial understanding of warm and cool colors. Students may use the Emotion and Color Helper Chart as a support reference if necessary.
- Students will read through the color analysis prompt document. After this, learners will choose an image and explain how it conveys a particular emotion, tone, or mood through color choice.

Module 4 – Exploring Artwork and Color (10 minutes, In-Person)

Objectives: Students will analyze how color affects emotional tone in artwork using warm/cool principles and vocabulary.

Gagne’s Events: Stimulate Recall, Present Content, Provide Learning Guidance

Assets Provided:

- Instructor slides that showcase contrasting uses of color theory in audience-relevant media.
- Warm and cool color notecards

Learner Experience:

- Students will listen to the presentation.
- In small groups, students will collaboratively sort the provided color cards into warm and cool piles. Discussion questions will be displayed at the front of the classroom (on the presentation slides) including:
 - “What emotions do you connect to cool colors?”
 - “What emotions do you connect to warm colors?”
 - “Do all cool colors convey the same emotion? Why or why not?”
 - “Do all warm colors feel the same? Why or why not?”

Module 5 – Create an Emotion-Driven Artwork (25-30 minutes, In-Person)

Objectives: Students will create a visual product that intentionally uses color to express a chosen emotion.

Gagne’s Events: Elicit Performance, Provide Feedback

Assets Provided:

- Example of finalized project (displayed on slides)
- Project directions on slides
- Project directions on a printed document accessible to all students
- Art materials (color pencils, glue sticks, magazines, markers, paper, etc.)
- Teacher feedback checklist

Learner Experience:

- Learners will first view a project example, showcasing the activity outcome.
- Students will listen to the teacher(s) as they walk through the activity steps using slides.
- As students begin their projects, they will utilize the project directions printed document as a reference.
- Learners will use various materials in the art classroom to apply their knowledge of color theory in their mixed media projects.

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- As learners continue creating their final project, the teacher will walk around the room, providing feedback and asking conceptually deepening questions based on the feedback checklist.

Module 6 – Reflection, Sharing, and Final Submission (10 minutes, In-Person)

Objectives: Students will explain their design choices using color psychology vocabulary and reflect on their emotional intent.

Gagne’s Events: Assess Performance, Enhance Retention & Transfer

Assets Provided:

- Final artwork submission (physical art projects)
- Student project reflection sheet document
- Summative assessment document for student evaluation

Learner Experience:

- Students will turn in their artworks and project reflection sheets once completed by the end of class
- Students will fill out the project reflection sheet, detailing their design decisions, the emotion they conveyed, and how their design decisions connect to the chosen emotion, mood, or tone.
- Students will be individually graded by the teacher using the summative assessment document. The projects and reflections will be graded based on color choice and design decision alignment, participation, and project explanation accuracy.

Online Class (Module)

	Action	Success Criteria
	Show Intro Video	Students connect scenes to moods
	Present Objectives	Students can restate goals
	Recall Prior Color Feelings	Students describe at least one emotion
	Online Interactive Video	Students identify warm/cool colors
	Provide Emotion Chart	Students reference the chart correctly
	Complete Digital Sort	All colors are sorted accurately
	Online Quiz	80%+ correct
	Image upload & emotion analysis	Accurate explanation using vocabulary
	Create emotion-centered artwork	Intentional color choices are evident
	Reflection & share	Student explains mood with color theory terms

Summative Rubric

Criteria	3 – Exceeds	2 – Meets	1 - Developing
Color-Emotion Alignment	Colors strongly reinforce emotion	Colors mostly fit the intended mood	Choices unclear or mismatched
Intentional Application	Clear, thoughtful palette use	Adequate but basic choices	Random or unplanned application
Reflection Quality	Uses correct vocabulary & meaningful reasoning	Clear explanation with minor gaps	Minimal explanation
Craftsmanship	Careful, neat presentation	Satisfactory neatness	Incomplete or rushed

Implementation Report

1. Target Audience and Context

This implementation report showcases the logistics for delivering the final revised “The Psychology Behind Colors: How Colors Make Us Feel” lesson for 5th graders art class. This plan ensures that the instructional objectives are met effectively and efficiently as well as reflecting improvements through the formative assessments, learner needs, and hybrid delivery considerations.

Target Audience

- Audience: 5-th grade art students (ages 10-22). Students have basic knowledge of primary/secondary colors, intermediate experience with simple digital tools (Google Classroom, Canva), and a strong preference for hands-on, visually engaging activities.

- Location/Delivery: Online(20-25 minutes): Foundation instruction via Google Classroom (videos, slides, activities, short assessments). In-Person (35-40 minutes): Interactive instruction, artwork project, peer collaboration, teacher-guided reflection/discussion.

This format ensures and supports conceptual learning online while maximizing the in-person classroom time for hands-on creation, discussion, and analysis, which are key factors for developing emotional expression skills with colors. These implementation choices ensure that we are introducing clear, accessible content online and leveraging in-person time for applied learning.

2. Pre-Implementation Logistics

Component	Detail	Rationale (Goal)
Learner Prerequisites	Learners need access to Google Classroom, a device (tablet, laptop, desktop), and basic art supplies (markers, colored pencils and paper).	Ensures all learners can complete online foundational tasks and participate in-person.
Technology Setup	Teachers will upload to Google Classroom: <ul style="list-style-type: none"> - Introductory video - Mini-slides - Interactive warm/cool sort - Emotion & Color Helper Chart - Short quiz and image analysis prompt 	Provides students time to access materials early and prevent delays due to login access issues.
Classroom Prep	The teacher gathers printed warm/cool color cards, sample artworks, project direction sheets, rubrics, reflection sheets, and art material.	Ensures smooth transitions during the in-person session and avoids interruptions during creative work.

Teacher Prep	Teacher tests the interactive online sorter, reviews quizzes, sets up Google Classroom folders, preloads presentation slides for in-person use.	Minimize technical disruptions and confirm that digital and physical resources are working properly.
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3. Implementation of Formative Evaluation Recommendations

The final implementation integrates improvements based on formative assessment and learner needs:

Enhanced Clarity

- Additional visual aids (Emotion & Color Helper Chart, stronger examples of warm vs. cool colors).
- More real world examples in online slides to show how color communicates emotions.
- Simplifies instructions for the design project with step-by-step-visuals.

Avoiding Cognitive Overload

- Slides condensed to 5-7 visuals to prevent overload.
- Shorter video (2 mins max) replaces longer content.
- Warm/cool color sorting activity redesigned for quicker engagement and immediate feedback

Consistent Practice, Iteration, and Application

- Online activities provide immediate feedback.
- In-person tactile sort reinforces digital practice.
- New guided prompts to help students articulate emotional connection to color.
- Teacher guidance and questions to deepen conceptual thinking.

4. Implementation Procedures

Online (20-25)

1. Intro Video - students observe how color changes mood
2. Camtasia interactive video - introduce color psychology, warm vs cool colors

3. Sort Activity - categorize colors into warm/cool groups
4. Emotion & Color Helper Chart - provided as a visual scaffold
5. Short Quiz - check readiness for in-person learning, immediate feedback
6. Real World Art Analysis Activity - students analyze one image and describe through color and emotion

In-person (35-40)

1. Audience Relevant Artwork Analysis - class identifies color mood using new vocabulary
2. Warm/Cool Collaborative Sorting Activity - small group reinforcement activity
3. Teacher Modeling - demonstrates how artists use color to create tone
4. Student Concept Application Project - students choose an emotion and create a color-driven artwork
5. Reflection & Peer Discussions - students explain their color choices and mood
6. Submission - students turn in artwork and reflection sheet for summative evaluation

5. Post-Training Support

Quick Reference Resources:

Students will be able to keep a printed or digital copy of the Emotion & Color Helper Chart for future art lessons, reinforcing long-term retention of color and emotion principles.

Additional Resources:

- Short kid-friendly videos about color psychology
- Link to Google Classroom with materials included
- Optional extension activity (posting mood-based artwork to Google Classroom)

Evaluation Plan

The evaluation plan measures the effectiveness and efficiency of the instructional experience through multiple aligned data sources. Because the lesson blends foundational online learning with applied, in-person creative work, the evaluation uses both formative and summative measures to determine how well students meet the desired outcomes. These measures assess



conceptual understanding, emotional color recognition, intentional application of color theory, and students' reflective explanations.

Purpose

The goal of this evaluation is to determine whether the learners gained a conceptual understanding of color psychology and successfully apply this knowledge to create emotion driven artwork. The plan examines student performance, engagement, and transfer of learning using tools provided throughout the hybrid lesson.

Learning Objective	Success Metric	Evaluation Tools
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1. Evaluation Instruments and Procedures

- Formative Evaluation and Assessment (Online Portion)
 - Digital Warm vs. Cool Sort
 - Measures students' baseline comprehension of foundational concepts.
 - Success Indicator: Correct classification of 80% or more tiles.
 - Purpose: Determines readiness for in-person activities.
 - Online Quiz (Auto-graded)
 - Checks vocabulary, color emotion associations, and recognition of tone in simple images.
 - Success Indicator: Score of 80% or higher.
 - Purpose: Identifies misconceptions early.
 - Reflection Opportunities (Online - Modules 1-3)
 - Builds personal learner knowledge
 - Increases motivation through relevance to the learner
 - Guides the learner to build knowledge rather than receive it
 - Success Indicator: Complete or Incomplete
 - Purpose: Encourage Engagement

2. In-Person Formative Evaluation and Assessment

a. Warm/Cool Color Card Sort Activity

Reinforces learning through tactile practice, peer discussion, negotiation, and student leadership.

- Success Indicator: Accurate sorting, participation, and appropriate emotional connections shared verbally.
- Purpose: Supports transfer from digital to physical understanding.

b. Teacher Observation & Feedback

Used during the creation of student artwork.

- Measures:
 - Use of color theory
 - Ability to articulate design intention
- Purpose: Provides immediate guidance and supports conceptual depth.

3. Summative Evaluation and Assessment

a. Emotion-Driven Artwork Project

Evaluated using summative rubric [included above in report](#).

- Success indicators:
 - Clear design intent
 - Strong alignment between chosen emotion and color choice
 - Craftsmanship and originality
 - Engagement and Interaction with the Design Process
 - Correct use of vocabulary in reflection

b. Reflection Sheet

Students justify their artistic decisions, describe their artwork, and reflect on key lessons about color theory.

- Measures
 - Accuracy of terminology, reasoning, and conceptual transfer.

Instructional Formative Evaluation Plan (evaluation plan for instruction improvement)

- Format: Anonymous Short-Form Qualtrics Survey
- Purpose: Improve instructional effectiveness and engagement through real-world testing
- Goal: Identify areas for improvement

- Strategy/ Technique
 - The primary part of the survey is composed using likert style questions meant to gauge the audience's overall impression of the lesson's usability and success. The final portion of the survey calls for open ended audience responses through two short-form questions. This allows for a broad spectrum of ideas, feedback, and constructive criticism. Moreover, placing the written questions near the end of the survey increases the likelihood of users finishing at least the primary quick response portion.
- Analysis and Use of Feedback
 - After receiving the evaluation feedback, the data will be reviewed through Qualtric's visual data organizers. After careful analysis of feedback, a plan of improvements will be outlined, ensuring clear communication. After this, the instructional materials and strategy will steadily be iterated and refined to reflect the collected data.