**Color Psychology: Emoting Through Creative Expression**

EME 601

Course Created by:

Asia Brown

Nicholas Dalton

Polleana Mary Muñoz

Melanie White

**Color Psychology: Emoting Through Creative Expression**

**Course Description**

This course will focus on color theory and dive deeper into color psychology, ultimately allowing learners to apply what they have learned regarding the relationship between color and emotions. The course will be a combination of online, asynchronous learning culminating in an in-person lesson, making it a hybrid form of instruction. Throughout the course, the tasks progress from simple to complex, each component contributing to the learner’s success in creating their final project, which is the ultimate outcome of the course. At the end of the course, the learners will have complete autonomy regarding the design and creativity of their artwork.

**Instructional Goal**

Upon completing this conceptual instruction, middle school students will apply color psychology principles to effectively convey emotions through a visual art project.

**Target Audience**

The primary audience for this course consists of middle school students in grades 6-8, generally aged 11-14. These learners likely have a basic understanding of primary, secondary, and complementary colors but limited knowledge of advanced color theory concepts such as hue, saturation, and how color impacts emotion. This age group often exhibits curiosity, creativity, and a strong desire to explore new perspectives, making them well-suited to engage with color psychology. As adolescents, they are at a developmental stage where abstract concepts are increasingly accessible to them, though they still benefit from tangible examples and relatable applications. The course builds on their foundational knowledge by introducing them to the psychological and emotional effects of color, helping them connect these concepts to their own lives and creative expressions. The learners are assumed to have prior knowledge of color theory and can conceptualize an art piece independently. They are expected to work asynchronously and are subjected to deadlines for accomplishing each task.

**Course Context**

The course, *Color Psychology: Emoting Through Creative Expression*, will be administered through a hybrid approach that combines an online learning module hosted by the Canvas learning management system with reinforcement through face-to-face instruction led by a middle school art teacher. Additionally, the course will be designed to remain effective for in-person delivery and contribute to efficient use of time and resources, eliminating the need to constantly modify the lesson format.

This course will be offered annually as part of a middle school summer educational series of lessons on art elements and theories. During in-person sessions, the instructor will require a computer device and a monitor or screen to project for better student visibility. The course will be structured towards independent learning with minimal collaboration.

**Instructor’s Guide for In-Class Presentations and Discussion: Color Psychology: Emoting Through Creative Expression**

**Objective:**

The instructor shall facilitate meaningful presentations and discussions, allowing learners to articulate their creative processes, share constructive feedback with peers, and receive guidance to enhance their artistic expression.

**Session Structure (Lessons 1-5)**

1. Lessons 1-5 are offered to students online through the Canvas learning module. The instructor requires students to complete Lessons 1-5 before engaging in Lesson 6, which is in class.

**Session Structure (Lesson 6)**

1. Opening the In-Class Session
   1. Welcome Students and Brieftly Review Goals
      1. Encourage creative expression and verbalization of ideas
      2. Provide constructive feedback to peers
      3. Learn by sharing observations and engaging in discussions
   2. Set the Ground Rules
      1. Everyone must be constructive and respectful with feedback
      2. Everyone must actively listen and allow presenters to complete their presentation before engaging in a discussion
      3. Everyone should try to share specific feedback instead of offering vague criticism or praise
2. Student Presentations (2-3 minutes per student)
   1. Format
      1. Each student will display their artwork and share their presentation with the class
      2. Open the floor for critiques and questions from peers
3. Peer Feedback and Discussion (3-5 minutes per student)
   1. Guide Students in Providing Feedback
      1. Articulate prompts to inspire insightful critique from students:
         1. How do you think emotion is conveyed in the artwork?
         2. Based on your understanding of color psychology, how does this art piece make you feel?
         3. What component of the art piece stands out and why?
         4. Would you offer any suggestions for improvement?
   2. Facilitate Dialogue Amongst Students
      1. Provide all students with the opportunity to engage in the conversation
      2. Redirect the conversation if student critiques are inappropriate or off-topic
4. Instructor Feedback (2-3 minutes per student)
   1. Offer each student detailed feedback on their artwork. Feedback should highlight:
      1. Strengths in terms of emotional representation, design, creativity, and technique
      2. Areas for growth and improvement
      3. Questions to encourage deeper reflection on the student’s artistic choices
5. Closing the In-Class Session
   1. Discuss the common strengths observed across the student artwork and presentations
   2. Summarize the common critiques for improvement in future artwork
   3. Reflect on the discussion and peer-feedback segments to inspire similar engagement in future projects