Color Notesheet – Landscape Design  by D Peterson

Name: Hour Date:

Date Assignment is due: Why late? Score: + ✓ -
 Day of Week Date If your project was late, describe why

# Unit Preview

**Weekly Schedule: See Board and record**
Mon

Tues

Wed

Thurs

Fri

1. What is Electromagnetic radiation?
2. How can colors be used to affect the feel of a landscape?
3. Why can we see color?
4. Define “Color” in your own words below:

*Page through this notesheet. Then answer the questions below:*
Circle one: *I need to review my notes & practice before the quiz.* Definitely – Yes – Sort of - No

Circle one: *I have never seen or heard of some of these concepts.* Definitely – Yes – Sort of - No

Circle one: *This may be a challenging unit for me personally.* Definitely – Yes – Sort of - No

Circle one: *I may need extra strategies for some topics/vocab.* Definitely – Yes – Sort of - No

**Directions**: Use the accompanying PowerPoint ([available online](http://wuhsag.weebly.com/landscape-design.html)) to complete this sheet. This sheet will be due upon the completion of the PowerPoint in class. These assignments are graded on a +/√/- scale.

1. Define “color”:

1. What must an object be able to do in order to be seen?
2. Electromagnetic radiation consists of two properties – the of the and .

1. Frequency (wavelength) is the measure of what?
2. The human is able to detect electromagnetic radiation between nanometers apart.
3. Intensity measures what?

1. If a 100 watt incandescent light bulb and a 100 watt black light have the same intensity, why does the

incandescent bulb appear brighter than the black light?

1. What do “Cones” do?

1. Identify the three types of cones people have and what wavelength they can see.
	1.

* 1.

* 1.

* 1.
1. Explain and give an example of why we can see more than three colors?

1. If the electromagnetic radiation has a frequency less than or greater than , we as

humans will not be able to see it because our cannot detect it.

1. Color is our brain interpreting what frequency our are being stimulated by, based on the

 of light an object reflects.

1. Identify and describe the three properties of color.
	1.

* 1.

* 1.

1. Value can have three aspects to it, what are they and how do they differ?
	1.

* 1.

* 1.

1. Hue is the name of the color, it is organized using a with hues.
2. The primary colors on the color wheel are , , and
3. Why where the primary colors selected as such?
4. The secondary colors on the color wheel are , , and
5. How do we make tertiary colors?
6. Advancing or warm colors are those between and .
7. Receding or cool colors are those between and .
8. List three things about Advancing/Warm colors.
	1.

* 1.

* 1.
1. List three things about Receding/Cool colors.
	1.

* 1.

* 1.
1. Properly grouping together colors can help to create a sense of
2. Explain what Achromatic Color Harmony is and give an example.

1. Explain what Monochromatic Color Harmony is and give an example.

1. What feeling does Monochromatic Color Harmony give?

1. Explain what Analogous Color Harmony is and give an example.

1. How should Analogous Color Harmony make you feel?
2. Explain what Complementary Color Harmony is and give an example.

1. What feeling does Complementary Color Harmony give?

1. Explain what Split-Complementary Color Harmony is and give an example.

1. Why is Split-Complementary Color Harmony a good “beginners choice”?

1. Explain what Triadic Color Harmony is and give an example.

1. Explain what Square Color Harmony is and give an example.

1. Explain what Rectangular Color Harmony is and give an example.

Unit Wrap-up C. Kohn, Agricultural Sciences - Waterford WI

This page is designed to help raise your grade while enabling you to develop skills you will need for after high
school. You will need to complete every question and blank in order to receive full credit for your notes. Note: if you cannot come up with a strategy to remember a difficult concept on your own, see your instructor for help.

1. What is a topic or concept from this unit that you found to be more challenging? Write or describe below:

In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
2. What is a 2nd topic or concept from this unit that you found to be more challenging? Write or describe below:

In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
3. What is a 3rd topic or concept from this unit that you found to be more challenging? Write or describe below:

In the space below, create a mnemonic, rhyme, analogy, or other strategy to help you remember this particular concept:
4. Circle the most appropriate response. You will only be graded on whether or not you completed this section, so be entirely honest with yourself when completing this section.

Circle one: *I used my notes outside of class to prepare for the quiz.* Definitely – Yes – Sort of - No

Circle one: *I took extra notes in the margins for very difficult concepts.* Definitely – Yes – Sort of - No

Circle one: *I created a personal strategy for at least three difficult items.* Definitely – Yes – Sort of - No

Circle one: *I was very involved and actively studying during the quiz review.* Definitely – Yes – Sort of - No

Circle one: *I think I will be satisfied with the quiz grade I received this week.* Definitely – Yes – Sort of - No

Circle one: *I might need to meet with the instructor outside of class.* Definitely – Yes – Sort of - No