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LESSON

THE COLOUR GAME

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CODEARTS SOLUTIONS

THE COLOUR GAME

The Colour Game explores how colour theory influences perception, visual hierarchy and communication. Through interactive colour-matching tasks and a follow-up design exercise, students investigate harmony, contrast, colour relationships and the psychological effect of colour choices.

Subject and level

VET learners in graphic design, digital media, UI/UX or multimedia production who already understand basic visual composition and are ready to make deliberate colour decisions in practical projects.

Connection to curriculum

The activity reinforces colour theory, visual communication and design decision-making. Learners apply complementary and analogous relationships, contrast and harmony, then transfer these concepts into a professional Photoshop task where they must justify the visual purpose of their palette.

Didactic and pedagogic considerations

Active exploration is used before formal evaluation. The interactive game gives rapid feedback, while the Photoshop task requires learners to interpret the same concepts in an open-ended design context. Peer critique develops vocabulary for discussing colour rather than relying only on personal preference.

Time estimate

2 hours

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Group size

20-30 students

Overall introduction to exercise

Learners first explore colour relationships through color.method.ac and then apply the same principles to a practical design composition. The exercise progresses from recognition to application and analysis, encouraging students to understand why a palette works rather than merely selecting colours they like.

The activity also supports creative confidence. Students compare initial and revised versions of their work, discuss the emotional and communicative effect of colour, and learn to justify choices using design terminology such as contrast, harmony, emphasis and visual balance.

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Exercise as presented to the students

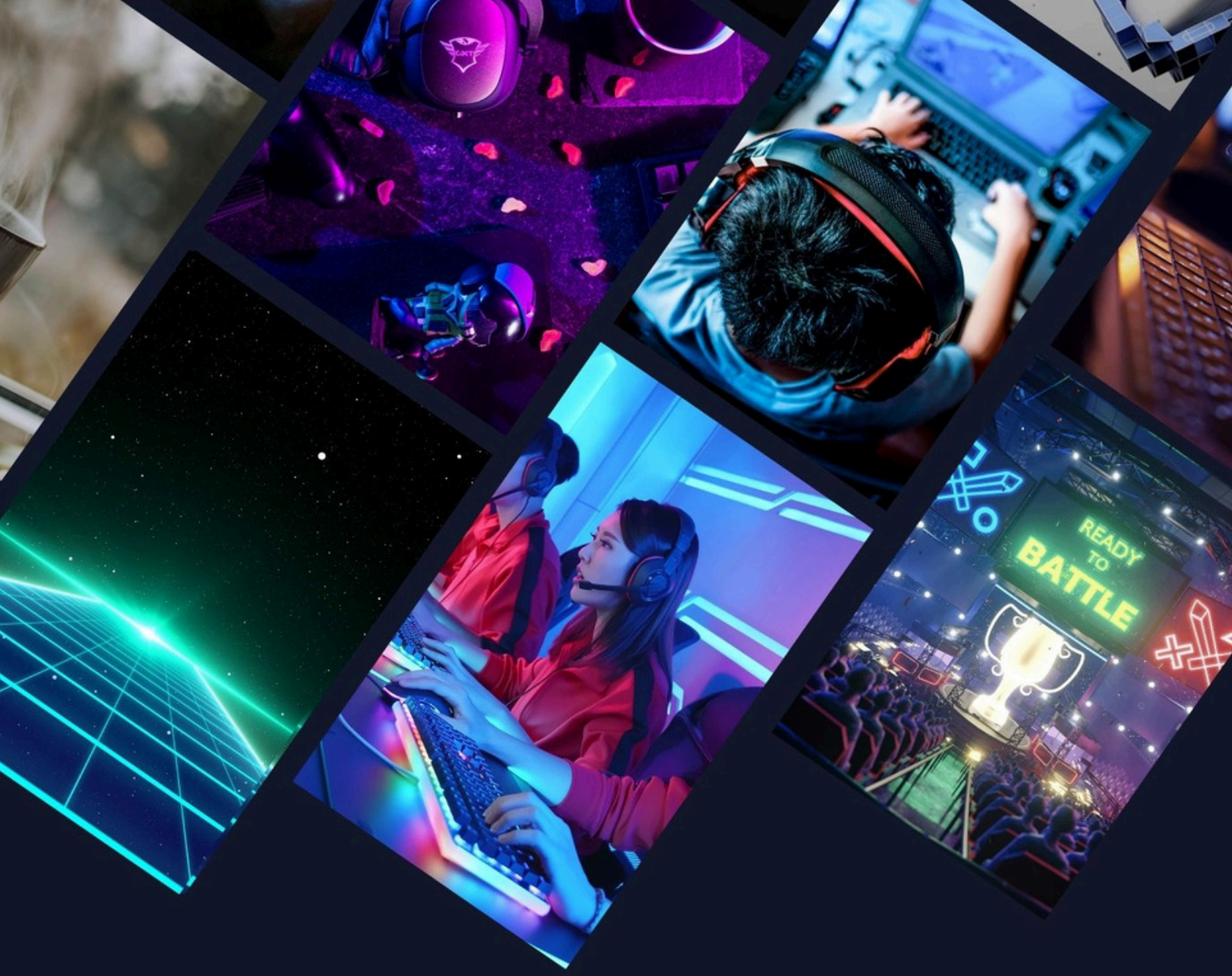
The lesson begins with a short visual warm-up. The teacher presents several interfaces and posters with contrasting colour schemes and asks students what each palette communicates before introducing formal terms such as complementary colours, analogous colours, harmony and contrast. The class then opens color.method.ac and completes a brief guided example together.

Students work individually through a sequence of colour challenges. They are asked to record which relationships are easiest or most difficult to identify and to note one strategy that improves their accuracy. Because the tool gives immediate feedback, learners can correct misconceptions as they work rather than waiting until the end of the session.

The class then moves into a practical design task in Photoshop. Each student receives the same neutral interface or poster layout and creates two different colour versions: one intended to communicate energy and urgency, and another designed to feel calm and trustworthy. They must limit themselves to a coherent palette and explain the purpose of the dominant and accent colours.

In pairs, students exchange designs and complete a short feedback sheet. They identify where contrast supports readability, where colour relationships feel coherent, and whether the emotional intention is recognisable without being told. Learners then make one revision based on this feedback and save both the original and improved versions for comparison.

The final discussion focuses on evidence rather than taste. Students present one decision they changed and explain it using colour-theory vocabulary. The teacher reviews the two versions of each design alongside participation in the interactive exercise, providing evidence of progression from basic recognition of colour relationships to deliberate professional use of colour in visual communication.



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