

Handout 4.9: Mood Board Planner

Name: _____ Date: _____ Table: _____

Directions: Part 1 fills in while we pass the swatch box. Part 2 is the rule and the six combinations you judge with your table. Part 3 is the card you draw from the cup. Part 4 is your plan, in pencil, before you glue anything. Part 5 tells you how to lay out the board. Part 6 is the sentence that goes at the bottom of the board. Part 7 you tear off and give away. The board goes in your project folder and you will use it again in Lesson 4.14, so put your name on it.

The limit, and it is the whole point: four pieces on the board. Not five. Not nine.

Word bank in other languages

[Check with a native speaker before printing.] The first three rows come from the unit vocabulary list. The rest are new working translations for this lesson and need the same check.

English	Turkish	Portuguese	Spanish
texture	doku	textura	textura
pattern	desen	padrão (estampa)	patrón (estampado)
mood	duygu (ruh hali)	ânimo (clima)	ambiente (estado de ánimo)
swatch (a small sample)	kumaş örneği (örnek parça)	amostra	muestra
mood board	duygu panosu (ilham panosu)	painel de inspiração	tablero de inspiración
smooth	pürüzsüz	liso	liso
rough	pürüzlü	áspero	áspero
soft	yumuşak	macio	suave
shiny	parlak	brilhante	brillante
matte (not shiny)	mat	fosco (opaco)	mate
coarse	kaba (sert dokulu)	grosseiro	basto

Part 1: Six texture words

Texture is how a surface feels, or how it looks like it would feel. There are two kinds:

- **Actual texture:** what your hand finds. A knit blanket, a brick wall, a rough rug.
- **Visual texture:** what your eye is told by a flat surface. A photograph of wood printed on a floor tile, a wallpaper printed to look like stone, a shiny magazine page of a carpet.

Texture word	A swatch or an object in this room that matches	Actual (A) or visual (V)?
smooth		
rough		
shiny		
matte		
soft		
coarse		

One sentence: a room with three colors and no texture feels _____.

Part 2: Pattern and the layering rule

The five pattern words. Write one example of each from the swatch box or the magazines.

Pattern	What it is	My example
stripe	lines that repeat, thin or wide	
plaid	stripes crossing stripes, like a picnic blanket	
floral	flowers or leaves that repeat	
geometric	shapes that repeat: triangles, circles, diamonds	
solid	no pattern at all, one color, the piece that lets your eye rest	

Pattern scale is how big the repeat is, not what color it is. A pinstripe and a four-inch stripe are the same pattern at two different scales.

The layering rule of thumb, three parts. Write it in your own words.

1. Vary the _____, so _____.
2. Repeat one _____, so _____.
3. Let one pattern _____ and keep the others _____.

Judge these six. Works or fights? If it fights, which part of the rule (1, 2, or 3) is missing? One sentence each. We do number 1 together.

#	The combination	Works or fights	Which rule part is
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			missing, and why
1	A big plaid curtain, a small striped pillow, and a solid gray rug, all in the same blue and gray		
2	A large floral bedspread, a large floral curtain, and a large floral rug, in three different colors		
3	A smooth leather chair, a rough jute rug, and a soft knit blanket, all in cream		
4	A shiny satin pillow on a shiny glass table under a shiny metal lamp		
5	A thin-striped green wallpaper, a wide-striped green rug, and a solid white quilt		
6	A black and white geometric rug, a red floral curtain, and an orange plaid chair		

Grade 8 stretch: write a seventh combination for the table next to you to judge.



Part 3: My assignment (from the card you drew)

My room	My mood

Who uses this room: _____

What this room has to do for them: _____

Part 4: The plan (pencil, before you glue)

Four pieces. Fill this in first, then go get the swatches.

Piece	What I am looking for	What I actually found	Why it fits the mood
1. Color			
2. Texture			
3. Pattern			
4. One object (a lamp, a chair, a rug, a bed, cut from a magazine)			

Check before you glue:

[] I have exactly four pieces. [] One color shows up in more than one piece. That color is _____. [] My pieces are not all the same scale. The biggest repeat is on the _____. [] The pattern that leads is the _____, and the quiet one is the _____. [] My texture is: actual / visual (circle one), and it is _____.

Part 5: Mounting the board

You get one half sheet of card stock, about 8.5 inches wide and 5.5 inches tall, laid out the long way. Lay the four pieces out before you glue any of them. Use this layout unless you have a better reason:

- **Top left, the biggest piece:** your color. Cut it about 3 inches by 3 inches. This is the piece the eye lands on first, so it should be the color you want the room to be.
- **Top right, your pattern:** about 2 inches by 2 inches. Trim it so the repeat shows at least twice, or nobody can tell it is a pattern.
- **Bottom left, your texture:** about 2 inches by 2 inches. If it is fabric, leave one edge raw so the hand can find it.
- **Bottom right, your object:** cut it out on its outline, not as a square, so it reads as a chair and not as a magazine page.

- **Across the bottom, a strip about 1 inch tall:** leave it empty. Your room, your mood, and your sentence go there in pen or marker.
- Write your name and your period on the back, in the corner, before you glue anything. A board with no name is a board nobody gets back.

Glue rule: one thin swipe of glue stick around the edges of each piece, not a puddle in the middle. A puddle curls the card stock.

Part 6: The one-sentence justification

Write it on the bottom strip of the board and copy it here. Use the frame if you want it.

The frame: “For a _____ room that should feel _____, I chose _____ because it _____, and I kept the _____ quiet so the _____ can lead.”

My sentence: _____



Part 7: Peer feedback strips (tear off, fill in, leave beside the board)

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TWO STARS AND A STEP

Board's room and mood: _____ From: _____

★ One thing this board does for its room or its mood: _____



★ One thing that makes the four pieces work together: _____

→ One step: try _____

“I like it” is not a star. Name a piece.

✂ -----

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Exit line (tear off and hand to me at the door)

✂ - - - - -

Name: _____

My room is _____ and my mood is _____.

The texture I chose is _____ because _____.

The pattern that leads is _____.

✂ - - - - -

The Room and Mood cards (teacher: print, cut apart, face down in a cup; print two or three sets for a full class)

Card	Room	Mood	One line on the card
1	Bedroom	restful	One person sleeps here and does homework here. It has one window.
2	Kitchen	warm and welcoming	A family of five, and whoever walks in. Somebody is cooking in it almost every hour.
3	Living room	cozy	Three generations sit in here at the same time and watch one screen.
4	Bathroom	clean and calm	The smallest room in the house, no window, used in a hurry every morning.
5	Study corner	focused	A corner of a bedroom with a desk. One student, homework, four nights a week.
6	Entry hall	welcoming	The first six feet of the home. Shoes, coats, keys, and everybody's hands full.
7	Baby's room	soft and safe	A crib, a chair for feeding, and a parent walking in at 3 in the morning.
8	Game room	energetic	Two middle schoolers and their friends, in the basement, loud.

Teacher key

Part 1. Answers vary by what is in the swatch box. The V and A column is the graded idea. Accept: a printed wood-look tile, a photo, a magazine page of carpet, and a wallpaper printed as stone or brick as V. Accept fabric, real wood, carpet, cork, burlap, and a brick sample as A. The sentence at the bottom: a room with three colors and no texture feels flat, plain, cold, or unfinished. Accept any of those.

Part 2, the rule. (1) Vary the scale, so two patterns do not compete at the same size. (2) Repeat one color, so the pieces look like they belong to each other. (3) Let one pattern lead and keep the others quiet, so the eye knows where to go.

Part 2, the six combinations.

#	Answer	Why
1	Works	All three parts are there: the plaid is big and the stripe is small (scale varies), blue and gray repeat in every piece, the plaid leads and the stripe and the solid stay quiet
2	Fights	Part 1 and part 3 are missing, and part 2 is too. Three florals at the same size, all trying to lead, with no shared color. The fix is two solids and one floral, or the same floral in three scales and one color family
3	Works	There is no pattern at all, which is allowed. Three textures at one color is a real designer's move; the texture does the work the pattern would have done
4	Fights	This is the argument to have. Shine is a texture. Every surface shiny means no contrast, so nothing reads as special and the room looks hard. Part 1 is missing, applied to texture instead of pattern. Score a table that says "there is no

		pattern so it is fine” as partly right and push them to say why it still fails
5	Works, but it is close	The two stripes are the same pattern at two scales, which part 1 allows, and green repeats, and the solid quilt is the rest. A table that calls it a fight because two stripes is one stripe too many gets credit if the reason names the scale
6	Fights	Three patterns, three scales fighting, three unrelated colors, nothing quiet. All three parts missing. The fix names one piece to keep and turns the other two solid

Part 4 and Part 5, scoring the board. The board is daily work, scored complete, partial, or missing. Complete is four pieces, one repeated color, the room and mood written, and the sentence. Partial is a board missing the sentence or the repeated color. Missing is under three pieces or no name. Do not score it on how it looks. It is a reference, not a product, and the rubric that will care about color and texture is Rubric 04 - Design a Room.md, scored in Lesson 4.14 and 4.15 off the model the student builds from this board.

Part 6, the sentence. A good sentence names the mood, one texture, and one pattern, and gives a reason that is about the room or the people in it, not about the student’s taste. “I chose it because I like blue” is the sentence to push on. Ask “what does blue do for the person in this room” and take the second answer.

Part 7, the strips. Two per student, left beside the boards, not handed to the owner. Read a few yourself; the strips tell you who can see the rule at work in somebody else’s board, which is a harder skill than following it in their own.

Printing notes. One double-sided sheet per student covers Parts 1 to 6 and the tear-offs. The Room and Mood cards print on card stock, two or three sets, cut apart. If you run the no-swatch version of the lesson, print Part 1 with the texture column relabeled “draw it in the box” and give every table colored pencils.