Unit 04: Feed your imagination through photoshop

Content Area: **Technology**
Course(s):
Time Period: **November**
Length: **10 Blocks**
Status: **Published**

Transfer Skills

Students will apply learned Photoshop skills to create a surreal image to include custom shadows, a consistent light source and color saturation, and good composition.

Enduring Understandings

Visual communications attracts public interest through the use of special effects and surreal themes.

Graphic artists interpret and render themes using traditional art media and methodologies as well as new art media and technologies.

Essential Questions

What is a symbol?

How do symbols represent people, cultures and subcultures?

Why different approaches to the use of graphic design software are accept and encouraged?

How do designers manipulate imagery to convey their ideas?

What is graphic design?

Content

Vocabulary:

Feathering, file format, foreground color, four-color process, GIF, grayscale, halftone, hue, leading, opacity, pixel, rasterize, resolution, saturation, tolerance, vector graphics, fantasy, surreal, realism, light source, highlights, shadows, portrait, landscape.

Skills

Demonstrate the program abilities of Photoshop by exploring

how to save images from the Internet, keyword searches on the Internet, composition, symbolism, realism, surrealism, and image capture.

Demonstrate the program abilities of Photoshop by defining a light source, a custom shadow, applying the burn and dodge tools, and adjusting levels when completing a classroom project.

Create Photoshop files.

Develop creative expression through the creation of custom images in Photoshop projects.

Perform best practices when electronically saving work.

Resources

computers, internet access, color printer, paper, YouTube videos, on-line resources and tutorials.

Computers, Adobe InDesign, Adobe Photshop CC, Adobe Illustrator CC, Adobe DreamWeaver CC

Standards

TECH.8.2.12.A.CS2 - [*Content Statement*] - The core concepts of technology.

TECH.8.2.12.C.2 - [*Cumulative Progress Indicator*] - Analyze a product and how it has changed or might change over time to meet human needs and wants.

TECH.8.2.12.C.CS3 - [*Content Statement*] - The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.

TECH.8.2.12.C.2 - [*Cumulative Progress Indicator*] - Analyze a product and how it has changed or might change over time to meet human needs and wants.

TECH.8.1.12.B.CS1 - [*Content Statement*] - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.A.CS2 - [*Content Statement*] - Select and use applications effectively and productively.

TECH.8.1.12.A - [*Strand*] - Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.D - [*Strand*] - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.2.12.D.CS1 - [*Content Statement*] - Apply the design process.

TECH.8.2.12.E.4 - [*Cumulative Progress Indicator*] - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

TECH.8.2.12.E.1 - [*Cumulative Progress Indicator*] - Demonstrate an understanding of the problem-solving capacity of computers in our world.

TECH.8.1.12.A.3 - [*Cumulative Progress Indicator*] - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.A.2 - [*Cumulative Progress Indicator*] - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.F.CS2 - [*Content Statement*] - Plan and manage activities to develop a solution or complete a project.

TECH.8.1.12.F.CS4 - [*Content Statement*] - Use multiple processes and diverse perspectives to explore alternative solutions.

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.
TECH.8.2.12.A.CS3	The relationships among technologies and the connections between technology and other fields of study.
TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
TECH.8.2.12.D.CS1	Apply the design process.
TECH.8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).