Unit 3: The Creative Suite: Adobe Photoshop

Content Area: **Art**
Course(s): **Graphic Design 8**
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The Creative Suite: Adobe Photoshop

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

UNIT 3: THE CREATIVE SUITE: ADOBE PHOTOSHOP

GRAPHIC DESIGN 8

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Lauren Vitiello Fazio

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit Overview

After the initial foundation of graphic design is established, students will learn to manipulate the three primary Adobe design programs: Illustrator, Photoshop, and InDesign. New (and ever changing) software can be challenging to learn, so a strong work ethic and patience is essential in the field of visual/ graphic arts. This unit will continue to focus on projects, critiques, class discussion, general practice, assessments, and rubric driven experiences. All lessons are based on the new Student Learning Standards for Visual arts and will incorporate the standards Reading, Writing, Listening, and Speaking across the curriculum.

In particular, this Unit III will explore the creative suite software of Adobe Photoshop, dubbed as "the world's best imaging and design app is at the core of almost every creative project. Work across desktop and mobile devices to create and enhance your photographs, web and mobile app designs, 3D artwork, videos, and more." As the predominant photo editing and manipulation software on the market, Photoshop uses a full range of tools to edit, create, or modify digital photographs, paintings, drawings, artwork, etc.

Enduring Understanding

The enduring understandings for this Unit III are:

- Students will create and manipulate graphics employing their knowledge of Photoshop, and demonstrating their understanding of the basic principles and elements of design.

- Resolution is the amount of pixels per inch. The higher the resolution the more pixels the image will have per inch. The higher the pixel the better quality image you will have.
- Using other images without permission can have costly effects on the art and the artist. Using royalty free image or your own images save time and money.
- Photoshop is based on a darkroom. "Develop" your images - Just like an actual darkroom, Photoshop has dodge and burn tools as well as filters to alter the images.
- Layers allow the designer to be organized and manage a project. A designer can manipulate the artwork - move images around without altering the rest of the images.
- Type can also be added or moved around accordingly.

Students will open and learn the location and uses of different palettes, but not limited to:

- color
- swatches

- info / navigator
- stroke / brushes
- layers

Students will open a file and manipulate it using different tools, but not limited to:

- selection
- pen
- ellipse
- paintbrush
- rotate
- hand
- rectangle
- zoom
- fill/stroke
- move tool
- marquee
- lasso
- magic wand
- slice
- eye dropper
- spot healing brush
- brush
- clone
- art history brush
- eraser
- paint bucket
- smudge
- burn
- pen
- type
- path selection
- line/shape

Students will understand that they can follow instructional and video tutorials to learn how to utilize tools in the creative suite for Adobe Photoshop.

1. Students will work in Photoshop to change color modes.
2. Students will be able to make black and white image corrections.
3. Students will be able to make color image corrections.
4. Students will recognize the importance of the Options pallet.
5. Students will understand the importance of layers.
6. Students will be able to work with an images opacity and layer opacity.
7. Students will be able to adjust blending modes.
8. Students will be able to correctly use filters.
9. Students will be able to print digital images.

Essential Questions

Essential Question: A question that lies at the heart of a subject or a curriculum and one that promotes inquiry and the discovery of a subject.

- What are the basic Photoshop tools found within the tool box?
- What is resolution and how does it affect an image?
- Why is it important to use your own images or royalty free images?
- Why is it important to use layers?
- How is Photoshop similar and different to a darkroom?
- What is the best process to tackle a design problem?

- How can we use, save, and print our digital images?
- Can we make changes in Photoshop to improve our digital images?
- How can we manipulate a digital image in Photoshop?

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of Unit III 8th grade Graphic Design students should be able to:

- Compose in Photoshop and create a children's book cover design and web banner
    - Working with Typography
    - Using Photoshop effects
    - Managing a complex workflow

- Use and learn the software tools: work in the tool box to understand all key codes necessary for shortcut coding
- Develop an understanding of the complexities of Photoshop
- Save work in the proper file format and share digitally to publish

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of New Jersey Student Learning Standards for Visual and Performing Arts, 6th-8th grade, that pertain to this Unit III:

VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.3.8.D.CS2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.1.3.8.D.CS6	The visual possibilities and inherent qualities of traditional and contemporary art materials

	(including digital media) may inform choices about visual communication and art-making techniques.
VPA.1.4.8	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Interdisciplinary Connections

Art/ Visual

Language Arts (Writing/ Expression and response to questions)

Technology

LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Learning Objectives

In this unit, the learner will complete the following objectives:

Section 1: (Episodes 1-8)

- Understand interface introduction, raster images, layers, common file types, and color
- Recognize handy tips in Photoshop

Section 2: (Episodes 9-23)

- Apply tools for making selections
- Develop skills using copy and paste, transforming tool, brushes, eraser tool, and layer masking=
- Create type using the type tool
- Apply more layers with layer styles, pen tools and paths, smart objects and filters
- Compose adjustment layers, filters, and blending modes
- Demonstrate saving Photoshop document so as to continue with essential practice

Section 3: Create a project "Paper Friends" (Episodes 24-33)

- Recognize instructions and set up the document
- Create rainbow and clouds illustration
- Manage complexity and working smart
- Create an origami bird logo
- Construct typography to be added to the design
- Save for print in Adobe Photoshop
- Adapt a print design for a web banner

- Demonstrate saving for the web for continued publishing

<u>Differentiated/ Mixed ability Assignments using Illustrator:</u>

12 Days of Photoshop Lesson

Impossible Situation Project using Photoshop

Promoting Reading Posters

Creative Cards (if applicable)

Digital Self-Portrait * (advanced level - may require knowledge of Photoshop)

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Suggested Activities & Best Practices

Lower Level Learners (LLL) Higher Level Learners (HLL)

The process will be differentiated through supplying three tiers of questioning for LLL, intermediate, and HLL students. Students will be given choice of project direction based on their interests, abilities and learning styles in order to promote confidence and success.

After completing Unit 3, students will be able to:

Identify tools in Adobe Photoshop
Classify layer styles, pen tools and paths, smart objects and filters
Modify photos and touch up
Define vocabulary throughout to be able to speak professionally about graphic design
Critique peer work as we continue to follow the tutorial
Compose adjustment layers, filters, and blending modes

Suggested activity:

Students will be able to demonstrate understanding and show mastery of Adobe Photoshop (of the Adode Creative Suite family tools) to complete the INTRODUCTION, EPISODES 8, where they will:

- Create panels, workspaces, artboards, vector shapes, fill and stroke effects
- Categorize the colors and swatches
- Understand the pantone system for print color management

Specific Objectives for the Project:

- Students will be able to follow a teacher led tutorial on the above information and apply this information onto a task to create and explore a design scenario and produce cover artwork for an origami children's story book, while working with typography, managing complex workflow, and managing the overall project.

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please find a list below of the variety of means used to access students' learning:

Suggested activities and best practices related to this unit:

Formative Assessment:

Quizzes using Google Forms (beta) where appropriate to ask CFU questions on the tools and progress of Adobe Photoshop

KWL chart about what we know and want to know about the Adobe Creative Suite, especially Adobe Photoshop

Summative Assessment:

Create practice on line work pages as we use the tools necessary to learn Adobe Photoshop

Alternative Assessment:

Provide students with a list of "choice" activities - tic tac toe format - and have each student complete their selection of activities on the grid. One line should be written activities to allow students to articulate their learning.

- Admit Tickets

- Anticipation Guide

- Common Benchmarks

- Compare & Contrast

- Create a Multimedia Poster

- DBQ's

- Define

- Describe

- Evaluate

- Evaluation rubrics

- Exit Tickets

- Explaining

- Fist- to-Five or Thumb-Ometer

- Illustration

- Journals

- KWL Chart

- Learning Center Activities

- Multimedia Reports

- Newspaper Headline

- Outline

- Question Stems

- Quickwrite

- Quizzes

- Red Light, Green Light

- Self- assessments

- Socratic Seminar

- Study Guide

- Surveys

- Teacher Observation Checklist

- Think, Pair, Share

- Think, Write, Pair, Share

- Top 10 List

- Unit review/Test prep

- Unit tests

- Web-Based Assessments

- Written Reports

Primary Resources & Materials

The following resources are located within the district in either textbook or worktext. Additional themed resources are listed, but not available in district.

Textbook: *Communicating through Graphic Design*, Davis Studio Series

By Kevin Gatta and Claire Mowbray Golding

Guides:

A Complete Guide to Illustrator for Beginners (PDF) **

A Complete Guide to Photoshop for Beginners (PDF)

A Complete Guide to InDesign for Beginners (PDF)

Adobe CC Design Basics (PDF)

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Why Fonts Matter, by Sarah Hyndman

Thinking with Type, a Critical Guide for Designers, Writers, Editors, and Students by Ellen Lupton

Graphic Style Lab, by Steven Heller

Layout Workbook, a Real-World Guide to Building Pages in Graphic Design by Cullen

Playing with Type, 50 Graphic Experiments for Exploring Typographic Design Principles, by Lara McCormick

Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

Suggested activities and best practices:

Use of Google Classroom to post assignments and the like

Use of Adobe Creative Suite for learning and practice of the Adobe Photoshop platform

Survey Monkey or Poll Daddy to follow up and anonymously ask how students are understanding the program

Understand:

- Word Processing/ Word

- Keynote / Powerpoint
- Edmodo - Education social networking
- Mind-mapping - Inspiration
- Blog Journaling
- Voice Thread
- YouTube step by step instruction

Apply:

- Google
- Quizlet
- Pages

Analyze:

- Survey Monkey
- Poll Daddy
- Numbers / Excel
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)

Create:

- Adobe CS Illustrator
- Adobe CS Photoshop
- Adobe CS InDesign
- Adobe Acrobat
- Listening to Podcasts
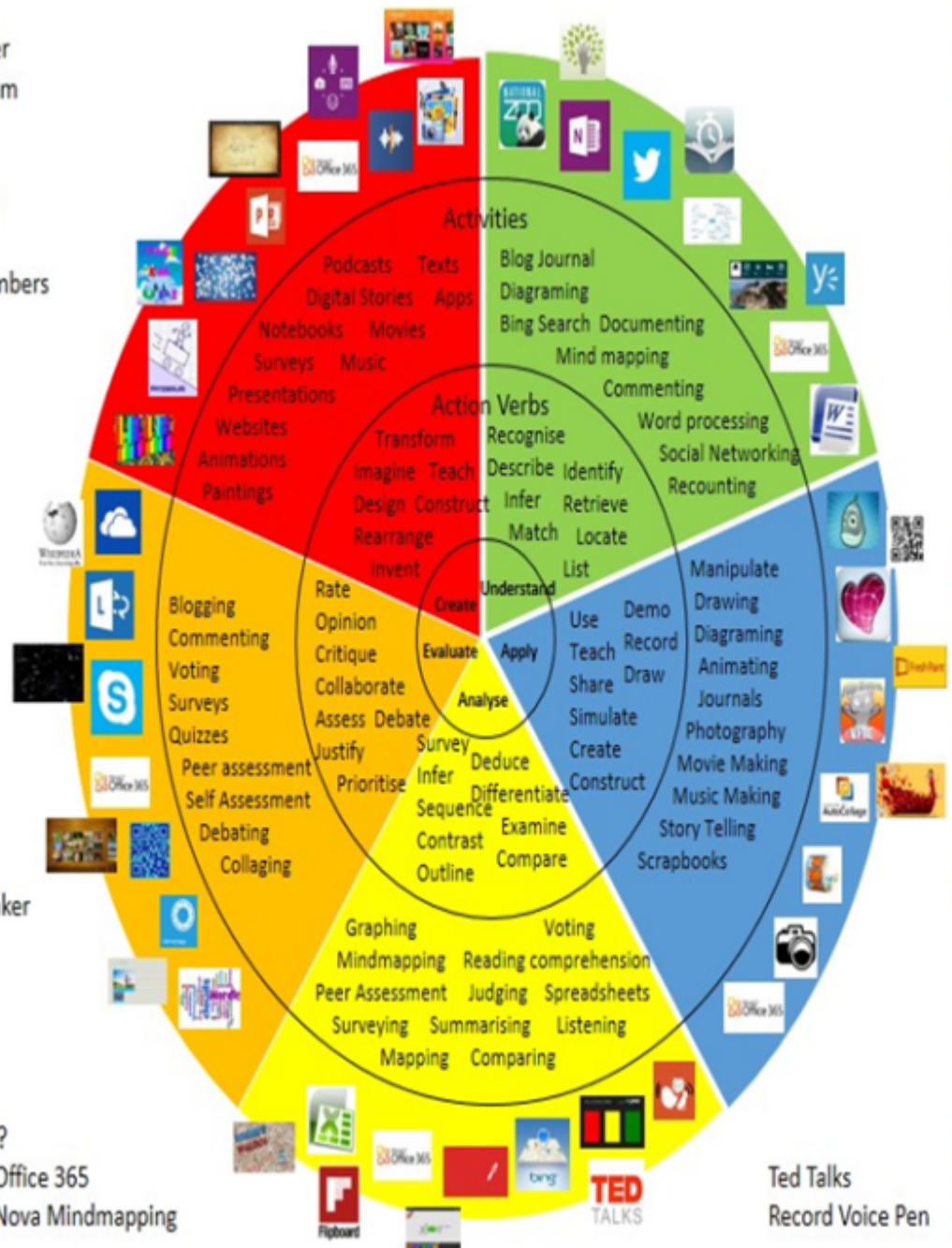- Remind 101 App - Text updates

- Use of Webquests

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Graphing
Mindmapping Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

Rate
Opinion
Critique
Collaborate
Assess Debate
Justify
Prioritise

Survey
Infer
Sequence
Contrast
Outline

Deduce
Differentiate
Examine
Compare

Action Verbs

Transform   Recognise
Imagine Teach   Describe Identify
Design Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Create   Understand
Evaluate   Apply
Analyse

Use   Demo
Teach   Record
Share   Draw
Simulate
Create
Construct

Alignment to 21st Century Skills & Technology

Key subjects include:

- English, reading or language arts (use of textbook, or writers response)
- Arts (Visual and overall)
- Mathematics (Geometry in design creation)
- Economics (Marketing)

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

21st Century Skills/Interdisciplinary Themes

Khan Academy, Artsonia, PBS Learning, Art Web, Getty Institute

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- Communication and Collaboration

- Creativity and Innovation

- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy

- Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

- Career paths in the field of art - Research artists on ART 21 website
- Communication and Collaboration
- Information Literacy - Read about Visual Arts current events on Newsela
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving - Using The Phillips Collection - Learn & Collect Pre K-12 Education

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product. Please find a list below of the ones that are suggested to be employed in this unit:

Specific activities related to Unit 3 are:

- Study guides and open-note review related to Formative Assessment readings from all practice and review of tools in Adobe Photoshop
- Small group instruction when learning a new technique
- Mini workshops to re-teach or extend skills for students to work independently

In general:

- Allow for continued research
- Provide directions that are both written and verbal
- IEP/504 Accommodations (see below)

Provide Multiple Means of REPRESENTATION:

- Options for Perception
- Options for Language and Symbols
- Options for Comprehension

Provide Multiple Means of ACTION AND EXPRESSION:

- Options for Expression and Communication

Provide Multiple Means of ENGAGEMENT:

- Options for Recruiting Interest
- Options for Sustaining Effort and Persistence
- Options for Self-Regulation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please find a list of **Special Education Learning** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Extended time on all Google Form formative assessments
- Manipulation of tools with study guides while completing formative assessment online worksheets
- Printed copy of tools and instructions provided throughout

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Decreasing the amount of work to compete - quality over quantity
- Using "Grammarly" or other techology program to help correct spelling and/ or mechanics while writing
- Tutoring or assistance by peers

- teaching key aspects of a topic. Eliminate nonessential information

- using videos, illustrations, pictures, and drawings to explain or clarif

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please find a list of Intervention Strategies that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Teaching key aspects of a topic by eliminating nonessential information
- Providing all study guides and allow typed/ hard copy notes for learning a procedure in Adobe Photoshop
- Reducing or omitting some nonessential tool and creation work

- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices

- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required

- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please find a list of the **Talented and Gifted** adaptations that may be employed in the unit, using the ones identified below.

Specific activities related to Unit 3 are:

- Partnered by skill for all creative work and all applicable readings in this Unit
- Create an online blog and or social media page about how to create real life Graphic Design projects and enhance our school or a local business
- Allow students to read ahead or view tutorials for self-pacing with learning the Adobe Creative Suite software, specifically Adobe Photoshop

- Above grade level placement option for qualified students

- Advanced problem-solving

- Allow students to work at a faster pace

- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery

- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts

- Utilize project-based learning for greater depth of knowledge

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name: Working with Photoshop: 12 Days of Photoshop

NJSLS:

VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement

	in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
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VPA.1.4.8.B.CS1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

Interdisciplinary Connection: Civics, Character education, Social Studies, Mathematics

Statement of Objective: Students will be able to utilize and analyze photos to manipulate them and produce images based on prompts every day for 12 days. They will determine their success by gallery walk through to see if they were able to visually accomplish the task.

Anticipatory Set/Do Now: Each day will have a unique Do Now quote to analyze. Some examples of quotes to analyze:

Day 1: "Digital Design is like painting, except the paint never dries." by Neville Brody

Day 2: "The difference between good design and great design is intelligence." by Tibor Kalman

Day 3: "Design is so simple. That's why it's so complicated." by Paul Rand

Day 4: "Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep." by Anonymous

Day 5: "Art is not what you see, but what you make others see." by Edgar Degas

Learning Activity:

Day One, Something Sliced
You have one class period to create something sliced! What you choose and how you slice it is up to you, however, your best bet is to consider matching shapes, colors, textures and contours carefully.
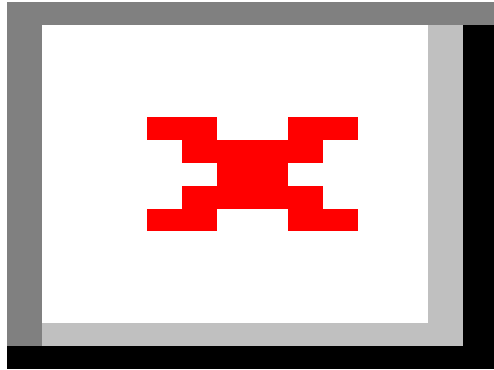

Day Two, A Super Hero Mashup with Disney
Combine any Disney or Pixar character with the super powers you just know he/she deserves. You pick the character and the power. Be creative and have fun!

Day Three, A Funny Movie Poster Parody
Make a movie poster for a "different" kind of movie. How is it different? That's up to you. Be creative. Be clever!

Day Four, Some Scrambled Bodies Looking All Crazy!
This body part might not go here and that part might not go there. Mix up some body parts.
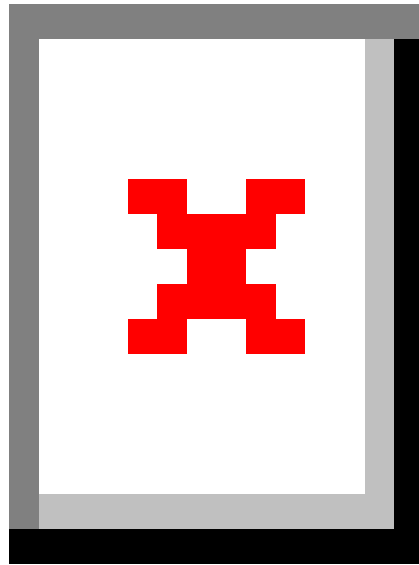
Day Five, Show Something in Motion
By using the right object and just enough blur you can make sure your object in motion will tend to stay in motion.

Day Six, Really Scary Signs!
Show us the signs we do not want to see.

Day Seven, Normal Extremes!
Take something everyday, common, normal and make it extreme! What about kitty chow for velociraptors? What if the five day forecast was Monday: asteroids. Tuesday: nuclear destruction?

Day Eight, Literal Interpretations!
Pick five compound words and create 5 images that depict literal interpretations.What would a fly look like if it were on fire? Firefly. What would the moon look like if it were made of honey? Honeymoon.
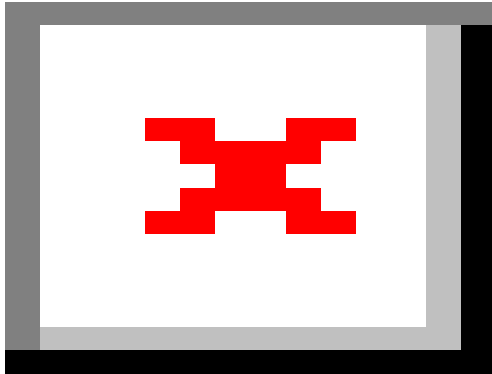
Day Nine, What's in the Bad Mail?
There's a bumpy package on the doorstep with a lion's tail hanging out the back. There's something very wrong with that envelope. We just got a letter, the worst letter you can possibly imagine. Show us the bad mail!
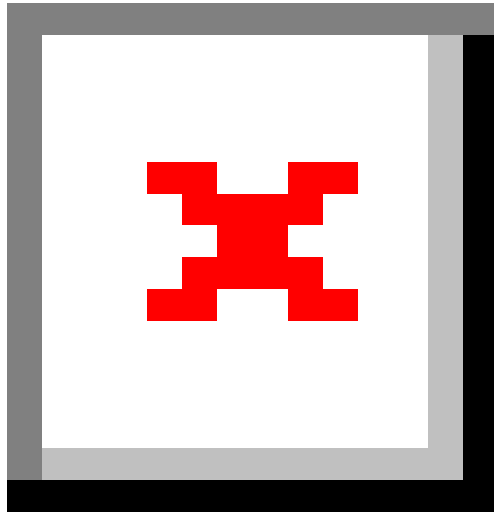
Day Ten, An Inanimate Object Brought to Life!
Used your photo manipulation skills to bring an inanimate object to life like a tree or a fork.

Day Eleven, Turn a Pop Icon into a Sculpture!
Pop icons range from toys like Barbie to singers like Ke$ha. McDonald's French fries might even be considered a pop icon. Sculptures range from ancient ruins like Easter Island to modern day artists like Calder or Segal. Both the pop icon and the sculpture should be easily recognized by your audience.
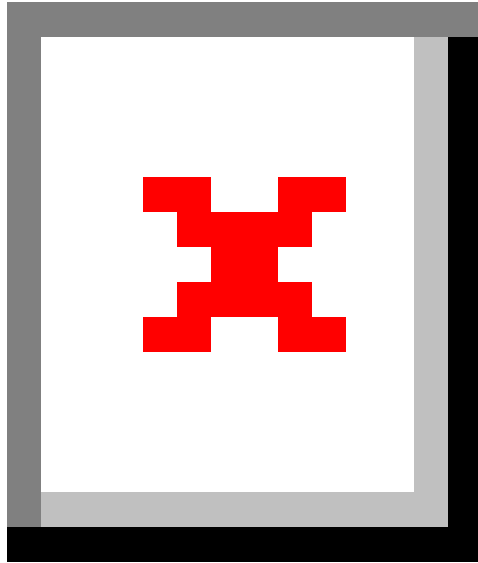
Day Twelve, A Holiday Mashup!!
Take any holiday between Thanksgiving and New Years and mash it up with a famous work of art. Make sure your audience can guess both the holiday theme and the famous work of art!
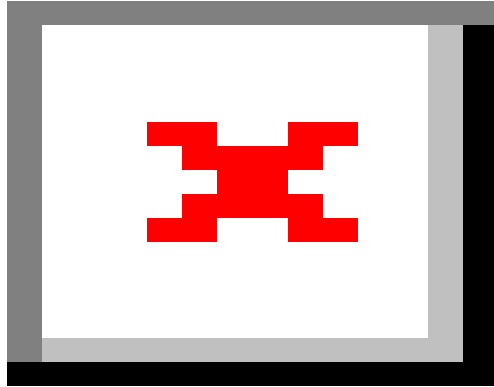
Student Assessment/CFU's:

- Gallery walk
- Hand up/ hand down
- Refer to Photoshop notes - check list (self-check)

Materials:

- Computer (Apple/ Mac)
- Adobe Photoshop software program
- Project handout

21st Century Themes and Skills:

- Communication and collaboration
- Information literacy
- Creativity and innovation
- Critical thinking and problem solving

Differentiation/Modifications:

- Step by step instructions
- Independent work
- Teacher to assist as necessary - or ask a peer
- Choice image search

Integration of Technology:

- Computer (Apple/ Mac)
- Adobe Photoshop software program
- Teacher to assist with Smartboard instruction
- Google Classroom