Unit 2: Photo Manipulation/Editing

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1-2 week(s)**
Status: **Published**

Summary of Unit 2: Photo Manipulation/Editing

In alignment with the NJSLS-VPA, students will discover and learn about various digital art techniques throughout this unit. With the rate that technology is advancing, it is crucial to integrate such technology in the classroom to provide students with 21st century skills and career readiness learning. Students will have the opportunity to explore, discover and comprehend the fundamentals of digital and graphic art. This unit, students will focus on learning how to edit and manipulate digital photos to create unique final artworks.

Essential Questions

- How do the artist's knowledge, understanding and skill in using photo editing affect the resulting artwork?
- How do knowledge and understanding of famous artists and artworks affect the artwork that is created?
- How do knowledge, understanding and skill of photo editing affect the artwork that is created?

Enduring Understandings

- Various tools create different results
- Exploring and discovering various ways that photo editing and manipulation will improve artistic growth and produce a higher quality of artwork
- Introduction of how artists and artworks use layers will expand students knowledge of various times in history, cultures, and art eras

Students Will Know/ Students Will be Skilled At

- Knowing what photo editing and manipulation is and learning how to apply techniques to their final artwork
- Experimenting with photo editing in preliminary exercises and applying it to their final artwork

- Knowing the Elements and Principles of Art

Learning Plan

- Preview essential questions and objects, connecting to learning throughout the unit
- Introduce Photo Manipulation/editing in digital art
- Introduction to Procreate application on the iPad
- Experiment using the app Procreate and creating edits using techniques including but not limited to 'Alpha lock', 'Clipping Mask' and 'Layer Mask'
- Students will learn the difference between "destructive" and "nondestructive" photo editing
- Students will be exposed to artists and graphic designers that are known for photo manipulation and editing (Artist: Nicholas Scarpinato)
- Introduce and create artwork specifically focusing on creating a edits and manipulation to a photo
- Reflect on use of photo edits and manipulations in their artwork and others
- Perform formative and summative assessments
- Showcase artwork throughout the school and in district buildings

Evidence/Performance Tasks

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/Producing, Connecting, and Responding.

Tasks will include:

- Experimenting with the iPad application, procreate
- Conducting and participating in multiple practice digital drawings and explorations
- Recording and comprehending important art terminologies and techniques associated to current and past units
- Participating in the art making process while applying design criterias and requirements
- Participating in formal and informal assessments

- Answering essential questions and meeting project objectives and deadlines

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.W.3.7. Conduct short research projects that build knowledge about a topic.

CRP.K-12.CRP6: Demonstrate creativity and innovation.

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

8.1 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

9.4.8.CI	Creativity and Innovation
1.5.8.Cr	Creating
9.1.2.CAP	Career Awareness and Planning
1.5.8.Cr1	Generating and conceptualizing ideas.
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
P.4	Demonstrate creativity and innovation.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
	Explore
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
	There are benefits and drawbacks to being an entrepreneur.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
9.4.8.CT	Critical Thinking and Problem-solving

1.5.8.Cr2	Organizing and developing ideas.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.
	Investigate
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
1.5.8.Cr2b	Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
1.5.8.Cr2c	Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.
1.5.8.Cr3	Refining and completing products.
	Reflect, Refine, Continue
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.5.8.Pr	Presenting
1.5.8.Pr4	Selecting, analyzing and interpreting work.
	Analyze
1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
1.5.8.Pr5	Developing and refining techniques and models or steps needed to create products.
	Select
1.5.8.Pr5a	Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
1.5.8.Pr6	Conveying meaning through art.
	Share
1.5.8.Pr6a	Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
1.5.8.Re	Responding
1.5.8.Re7	Perceiving and analyzing products.
	Perceive
1.5.8.Re7a	Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
1.5.8.Re7b	Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.
1.5.8.Re8	Interpreting intent and meaning.
	Interpret
1.5.8.Re9	Applying criteria to evaluate products.
	Analyze
1.5.8.Re9a	Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.
1.5.8.Cn	Connecting
1.5.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
	Synthesize

1.5.8.Cn10a	Generate ideas to make art individually or collaboratively to positively reflect a group's identity.
1.5.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	Relate
1.5.8.Cn11a	Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
NT	Nature of Technology
1.5.8.Cn11b	Analyze and contrast how art forms are used to reflect global issues, including climate change.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Sketchbook, Various Pencils, Sharpies, Markers, Various Papers, Various Erasers, Mirrors, Blending Sticks, Charcoal, Graphite, Sharpeners, iPads, Procreate App, Apple pencils.

Suggested Modifications

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications