

# Imaging and Platforms

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **7 weeks**  
Status: **Published**

## **Imaging and platforms - Revised June 2021**

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In an increasingly sophisticated examination of design concepts and their applications, students broaden their understanding of effective design as a visual language in two- and three- dimensional projects and time-based media. Assignments involve research and analysis with a focus on type, image, aesthetics, message, audience, and intent.

Revision Date: June 2021

## **Essential Questions**

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Why are there different file types from which to choose in digital design programs?

Why is it important to identify the compatibility of different files and programs?

How do scanning images and importing images differ?

When is it best to convert file size and file type?

What finishing options are available to output a job, such as: burning to disk, web graphics, inkjet, thermal, laser, etc.?

What file types are used in digital output?

What file types are used in onscreen graphics?

Why is it necessary to retouch all scanned images?

## **Students Will Know/Will be Skilled At**

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### **STUDENTS WILL KNOW**

- Artwork, photographs, and documents to be outputted often need to be prepared and/or amended for successful output.
- Designers are responsible for supplying correct files for output.
- There are many different forms of output and each method has important steps involved.
- Preparing designs for printed output differs greatly from the preparation required for electronic files.
- To get the best results from your output source, different file sizes and file types may be required.
- How scanning images and importing images differ.

- What finishing options are available to output a job, such as: burning to disk, web graphics, inkjet, thermal, laser, etc.

#### WILL BE SKILLED AT:

- Applying different file types to digital design programs
- The formats in which artwork, photographs, and documents must be saved to be prepared for output
- Differentiating the compatibility of different files and programs
- Preparing artwork, photographs, and documents for output
- Scanning artwork and photographs
- Preparing electronic files and importing digital images
- Correct ways to import digital images
- Proper use of the scanner
- Resizing images correctly
- Retouching scanned and imported images to Output
- Burning files to disk
- Onscreen graphics
- Printed pieces (digital, laser, thermal etc.)

Participation in classroom activities such as: class discussion, question and answer sessions, cooperative group projects, etc. Completion of assignments derived from classroom activities: scanning, importing, preparation of computer graphics, preparation of electronic files (proper saving, file size, resolution, naming).

### **Learning Plan**

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Participation in classroom activities such as: class discussion, question and answer sessions, cooperative group projects, etc. Completion of assignments derived from classroom activities: scanning, importing, preparation of computer graphics, preparation of electronic files (proper saving, file size, resolution, naming)

Writing Prompt (example): You have been hired to create a brochure on the high school soccer camp. You take pictures with your digital camera and you find some photos that you can use. Explain the steps involved in importing those images, scanning other images, | retouching all images necessary, and preparing your layout for digital output. Include the file sizes and file types you would use.

1. Teacher presentation of scanning and importing operations
2. Student exploration and class discussion about different file types and their properties
3. Scanning artwork and photographs lesson
4. Importing artwork and photographs lesson

5. Teacher presents project series for scanning and importing of images,
  6. How to prepare electronic files lesson
  7. Teacher presents project series involving onscreen graphics. (Each lesson includes career references and an activity that results in an outcome that will be presented by the student, assessed by the teacher, and self assessed via rubric by the student.)
  8. Class discussion about the different sources for output
  9. Teacher presents lesson series dealing with different output options.
- (Each lesson includes career references, and an activity that involves technology: smart board, internet, etc., assessed by the teacher and self-assessed via rubric by the student.) Unit test

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### **Evidence Based/Performance Tasks**

Fine and Performing 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 Processes of Creating, Presenting/ Producing, Connecting, and Responding.

- Teacher assessment and self-assessment using teacher generated rubrics.
- Participation in classroom activities such as: class discussion, question and answer sessions, cooperative group projects, etc.
- Completion of assignments derived from classroom activities: scanning, importing, preparation of computer graphics, preparation of electronic files (proper saving, file size, resolution, naming).

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### **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.

Specific software (Adobe), SmartBoard, data projector, internet, etc.

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### **Suggested Strategies for Modification**

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

[Fine Arts Accommodations & Modifications](#)

Additional differentiation of activities may be based on individual student needs, and information stated in student IEP documents. Discussion activities may include, but are not limited to: student led, teacher led, collaborative small group, pairing and sharing, debate, etc. Class critique sessions may include, but are not limited to: oral, written, small group, full class, etc. Student presentations may include, but are not limited to: Power Point, performance, display boards, etc. Self and teacher evaluation using a rubric may include, but is not limited to: individual, collaborative, pre-conference, post-conference, etc. Use of technology will be based on individual activities (such as specific software, SmartBoard, data projector, internet, etc.) and student needs.