

# Unit 5: Digital Imagery

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **7-8 Weeks**  
Status: **Published**

## Brief Summary of Unit

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In this unit students will be introduced to the tools and functions of Adobe Photoshop. Students will learn the basics of photo manipulation, how to work with layers, layer styles, selections, color adjustments and basic Photoshop skills.

## Transfer

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## Essential Questions

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- How has Photoshop changed the field of graphic design?
- Are all, most or only few professional photos rendered before they are viewed online or printed? And why?
- What significant social issues has Photoshop addressed or created?

## Essential Understandings

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- The impact that Photoshop has had on the graphic design industry.
- Photoshop is an essential tool to know if you are pursuing this field, but it is much more than just a program to glamorize photos.

## Students Will Know

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- The many uses of the program and the basic functions.
- How to render digital images.
- How to work within the program efficiently.

## **Students Will Be Skilled At**

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- Basic functions in Photoshop - Working with layers (adding new layers, locking layers, deleting layers, moving layers around in the layers palette, hiding layers copying layers, using layer styles) - Using the different selection tools and when to use which one (the marquee selections, the lasso selections, the magic wand, the quick selection and the pen tool as a selection tool) - Adjusting selections (copying, coloring, deleting, moving, rotating, lightening, darkening, and adjusting transparencies) - Basic tools in the tool bar and what their functions are (burn and dodge tool, eraser tool, paint brush tool and its edge qualities, type tool, Move tool, scale tool, cropping tool, foreground color, background color, rulers, and keyboard commands specific to the handouts.
- Creating realistic imagery when combining multiple images.
- Managing file types and saving different formats within the program (pdf, jpeg, psd).
- Working with pixel ratios and different file sizes.
- Editing images from the internet.

## **Evidence/Performance Tasks**

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- Students will be introduced to this program and its many functions over the 2nd marking period. During this time the instructor will individually monitor each student and their progress in comprehending each day's mini lesson and how each student applies this information to the project. These grades are based on student comprehension and the student's ability to refer to their own notes when problem solving.
- Students will be using their newly gained knowledge to complete handouts and tutorials that will be graded.
- During this unit students will be creating scenarios and scenery, a total of four or five small projects to be graded. ( 6-8 weeks).
- Students will evaluate their effort and designs during critiques at the conclusion of each project.
- Students will complete rubrics for each assignment.
- Areas to be considered and assessed in each project : • Class work and effort • Use and understanding the usage and properties of the tools and effects in Photoshop • Overall final design • Individual growth.

## **Learning Plan**

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- Preview the essential questions and connect to learning throughout the unit.
- Teacher daily presentation of the different tools in Photoshop using the white board, and time given to students to explore these tools on their own within the program.
- During this presentation students will be required to take notes and fill in handout sheets.
- The instructor will introduce a series of tools each day on the white board, and then give students time to explore their uses at their own pace. Each day will begin with a brief review of the tools we have already taken notes on before moving on to the next series.
- During this portion of the learning, the students will follow along with the instructor as he goes step by step through the functions of the tools and the functions of the layers as well as the top menu bar and its features.
- Class activity and discussion: As a class we will take one to two weeks to create a digital scene using our new knowledge of the tools, this step by step process utilizes all of the tools that were learned and allows the students to see and implement their true functions within a design scenario.
- At the conclusion of this activity students are to start from scratch and create their own scene and utilize as many tools as they can, this is discussed at the end of this activity. The students explain to the students around them how they achieved their manipulations; students also discuss what could have been done better and what has been accomplished correctly.
- There are multiple projects throughout this unit, CD jacket, Movie Poster, Visual Pun, Facial Manipulation, Greeting card, Impossible scenario, Space Creation, and Cross-animal manipulation.

## **Materials**

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- Online examples
- Teacher examples
- Handouts
- Class notes
- Adobe Illustrator

## **Suggested Strategies for Modifications**

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- All materials and notes will be available on the classroom network for access, the teacher will be available to assist and individually instruct any and all students. All necessary modifications and support will be provided to all students in need to reach their fullest potential in this class.

- Modified project guidelines will be available to meet students' needs