

Unit 8 : Digital Manipulation

Content Area: **Art**
Course(s): **Generic Course**
Time Period: **3rd Marking Period**
Length: **8 Weeks**
Status: **Published**

Unit Overview

In this unit, students will bring photos into photo-shop and create interesting compositions using tools to alter photos, combine photos, and digitally manipulate photos to create new and interesting art.

Transfer

Students will be able to independently use their learning to...

1. Use photoshop to alter photos original compositions to create new and creative compositions.
2. Create a double exposure by using layer transparencies
3. Use the Clone Stamp tool to create a paneramic photo
4. Use selection tools to superimpose images
5. Create a color splash, where photo is black and white and subject is in color

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will realize that they can use photoshop to alter photos to create new works of art.

Essential Questions

How did photographers do this before photoshop?

Why is having a high resolution picture essential for photo editing?

Where is this applicable? When can you use it?

Application of Knowledge and Skill

Students will know...

Understanding and demonstrating skills in photoshop including:

Blending Layers Using Layer Transparencies

How to use selection tools to create a separate layer or layer mask

How to use tools including but not limited to...clone stamp, magic wand, quick selection, lasso tools, brush tool.

How to use pallates including but not limited to: Brush, Levels, Curves, Color adjust, Actions, Layers

Students will be skilled at...

Making selections in photoshop

Adjusting Layers

Reading Histograms

Creating digital artwork

Following step by step actions from teacher and assorted tutorials on youtube.

Academic Vocabulary

Learning Goal

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

| | |
|-------------------|--|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. |
| VPA.1.1.12.D.CS2 | Stimuli for the creation of artworks can come from many places, including other arts disciplines. |
| VPA.1.2.12.A.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
| VPA.1.2.12.A.CS2 | Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. |
| VPA.1.3.12.D.2 | Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. |

Target 1-- Level 1 Retrieval

SWBAT:

1. Recieve a rubric for given projects
 2. Create a sketchbook section for each project in unit
 3. Research, define, plan
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Target 2-- Level 2 Comprehension

SWBAT:

1. Create project based on sketchbook plans
 2. Recognize, recall, or perform functions linked to score 2 on proficiency scale
 3. Step by step use of tools
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Target 3-- Analysis

SWBAT:

1. Critique everyone in class
 2. Create a google slide or post on google classroom.
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Target 4-- Knowledge Utilization

SWBAT:

1. Make corrections based off of student and teacher critique
 2. select for online portfolio.
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Summative Assessment

1. In class participation
2. Project rubric / sketchbook

Formative Assessment and Performance Opportunities

1. In class step by step following
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Visual Appeal
6. Sketchbook design
7. Surveys.
8. Teacher-directed Q and A.
9. Teacher observation.
10. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites