

# Unit 3: Photoshop and Digital Imaging (Graphic Design 1 9/12)

Content Area: **Art**  
Course(s): **Graphic Design I**  
Time Period: **1 marking period**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, Students will be exposed to digitally manipulating images, basic photography, and altering typography. Students will use industry standard tools and functions to create new artwork reflecting personal choice and stylistic nuance. Projects will contain product design and advertising while allowing the student to master tools and functions including but not limited to: Selection Tools, cropping, Type, superimposing, changing color, layer masks, layers palette and much more.

## Established Goals

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revisit this section

## Transfer

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By the end of this unit, students will be able to create, reproduce, and digitize any image, while understanding shortcuts, tools, and palettes necessary to complete any task with limited questions asked.

## Meaning

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## Understandings

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Students will understand that...

Photoshop is the keystone and industry standard for photo manipulation, advertising, and professional graphic design. Students will be able to create individual images from found images, edit their own photography, and create professional images ready for printing.

Layers palette

Marquee tools: Marquee Selection, Lasso tool, Magnetic Lasso

Copy, Cut & Paste between layers and documents

Curves

Levels

Exposure

Color Adjustments

Layer Styles

Filters

## **Essential Questions**

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Students will keep considering...

1. How they could use techniques or styles in a professional setting
2. Shortcuts to tools and functions

## **Application of Knowledge and Skill**

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Students will create a compilation of artwork by applying knowledge of navigating through the Adobe Photoshop's tools and functions while using skills accumulated from previous art units and classes.

## **Students will know...**

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- How to view each other's artwork critically, while offering suggestions on how to make it better.
- When is enough enough? Is it over designed?
- Does the typography make sense with the subject matter, why?

CLASS CRITIQUES

GOOGLE CLASSROOM CRITS

## **Students will be skilled at...**

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digitally manipulating images

learn basic photography

altering typography

Students will use industry standard tools and functions to create new artwork reflecting personal choice and stylistic nuance.

Projects will contain product design and advertising while allowing the student to master tools and functions including but not limited to:

Selection Tools, cropping, Type, superimposing, changing color, layer masks, layers palette and much more.

Class Critiques

Google Classroom

Google Drive

High resolution images

Artist intent / contextual clues in design

VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
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.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
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.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing

	embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## **Academic Vocabulary**

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- selection tools
- layer styles
- masking
- Altering, arranging typography
- basic photography edits
- Clone Stamp, healing brush, spot healing
- warp tool
- opacity
- Dodge and burn
- Highlights, midtones, lowlights
- Contrast
- hue/saturation
- .RAW files
- .PSD file
- “Control J”
- Histogram
- Layers

- marquee tool
- palette
- CMYK
- RGB
- Pixles

## Objective 1

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### SWBAT:

- Navigate around the Adobe Photoshop interface.
- Describe the differences between Photoshop and Illustrator
- Use the selection tools and shortcuts to make new adjustable layers
- Rasterize images / Converting images to smart objects
- Layer styles
- Working on a grid
- Designing with rulers
- Bringing photos from google drive to photoshop
- Posting projects on Google Classroom for informal Critiques
- Discuss Balance / Space / Color / Movement.
- Superimposing images

VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
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.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS3	The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
VPA.1.3.12.D.CS4	Artists interpret/render themes using traditional art media and methodologies as well as

## Objective 2

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SWBAT:

- Adding and adjusting Typography with
  - Working with different file types: Raw, Jpeg, Tiff.
  - Editing Raw photos vs. Jpeg
  - Editing Self Portraits and Creating Magazine Covers
  - Fixing blemishes
  - Using type palette: Tracking, Kerning, font choice
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VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## Objective 3

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SWBAT:

- Editing own photography by creating copies and layer adjustments
  - Enhancing photos by applying principles such as contrast, movement
  - Selective color adjustments
  - Changing Polar Coordinates
  - Discussing Artist intent
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VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
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VPA.1.3.12.D.5

Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

VPA.1.4.12.A.3

Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

## Objective 4

SWBAT:

Critique constructively using principles of design to assist explanations

Dodge and Burn

Develop photographic style

Can read histogram

Download brushes, actions, typography necessary to complete tasks

VPA.1.4.12.A.2

Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

VPA.1.4.12.B.CS1

Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

## Summative Assessment

### Proficiency Scale

Proficiency Scale		Sample Tasks
Score 4.0:	In addition to Score 3.0, in-depth inferences and application that go beyond what is taught.	Student develops photographic styles and works outside of the graphic design studio to enhance their photography and photo editing skills. Furthermore, student researches tutorials for additional PS knowledge.
3.5	In addition to score 3.0, in-depth inferences and applications with partial success.	

Score 3.0	The student: <ul style="list-style-type: none"> <li>completes project clean, intime, and shows appropriate use of tools and functions.</li> </ul> The student exhibits no major errors or omissions.	Assesment projects for Clone Stamp Assessment Projects for selection tools Assessment Projects for Layer Styles
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> <li>1-3 day practice assignments</li> </ul> However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Specific tool and function based assignments.
	1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.	student can not comprehend or complete basic tasks and funtions in photoshop

## 21st Century Life and Careers

- 0xVPA.1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
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- 0xVPA.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.
- 0xVPA.1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of



- two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
- 0xVPA.1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
- 0xVPA.1.3.12.D.CS3 The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience.
- 0xVPA.1.3.12.D.CS4 Artists interpret/render themes using traditional art media and methodologies as well as new art media and methodologies.
- 0xVPA.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 0xVPA.1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
- 0xVPA.1.4.12.A.CS1 Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
- 0xVPA.1.4.12.A.CS2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
- 0xVPA.1.4.12.B.CS1 Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
- 0xVPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## **Formative Assessment and Performance Opportunities**

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Informal Class Critiques on Google Classroom

Participation in Graphic Design Studio

Logging information such as Do now, attendance

## **Differentiation**

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Preferential seating

Rubric sheets with all learning goals and tasks

## **Enrichment**

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Students develop creative ideas to expand on project goals and research tutorials on how to achieve their own visions.

## **Unit Resources**

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[www.dafont.com](http://www.dafont.com)

[www.brusheasy.com](http://www.brusheasy.com)