

# Unit 2: Adobe Photoshop CC

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **3 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 2: Adobe Photoshop CC

### Learning Objectives

- Retrieve/ Comprehend/ Specify:

- Creative Tools (Move, Crop, Eyedropper, Brush, Eraser, Type Tool, Hand Tool, Zoom)
- Formatting/ Page Layout
- Layer Styles (FX) and Blending Modes (Layers)
- Layers and Groups
- Making Selections (Marquees, Lassos, Quick Select)
- Smart Objects
- Students will be able to create digital composites of supernatural characters using Photoshop's retouching and other tools.
- Students will be able to digitally color a comic book character in Photoshop using color theory and visually pleasing color choices.
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- Students will be able to import images into Photoshop, utilize layers, apply blending modes, and use filters effectively in their projects.
- Students will be able to understand the ethical considerations in digital creation and navigate the Photoshop interface, utilizing brush and selection tools effectively.
- Students will be able to utilize Photoshop to create a composite image of a fantastic animal by applying layers, compositing techniques, and various tools effectively.
- Students will be able to utilize Photoshop's retouching and coloring tools to effectively retouch and composite images, demonstrating mastery through a series of cloning and photo restoration projects.
- Students will be able to utilize the type tool in Photoshop to create artwork incorporating typography and apply various effects such as stroke, drop shadow, bevel, and emboss.
- Transformations (Scale, Rotate, Skew, Distort, Perspective, Warp)

## Essential Skills

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- Color theory: primary, secondary, and complementary colors • Applying color to line art in Photoshop using layers and blending modes • Techniques for achieving visually pleasing color palettes Importance of composition and balance in comic book character design
- Compose a full-fledged animation from start to finish distinguishing essential animation techniques and constructing an integration of animation history.
- Compose a full-fledged comic strip omission from start to finish distinguishing their developing analysis of storytelling elements, writing and literary techniques, and comic formatting and layout.
- Compositing Techniques: Learning how to blend images seamlessly using various tools in Photoshop.
- Comprehend and analyze short-term/ long-term goals and a refined portfolio in preparation for a career in the visual arts.
- Creativity and Design: Encouraging students to think creatively about their creations and how to effectively integrate different images.
- Demonstrate structural knowledge of software utilized in the visual arts (e.g., Adobe Photoshop, Animate, After Effects, Premiere, and Dragonframe).
- Integrate the art of graphic design to illustrate works that reflect a structural proficiency with graphic design tools and a specification of various historic and cultural design styles.
- Layers: Understanding how to use multiple layers to separate different elements of the design.
- Photoshop Tools: Familiarization with tools such as the brush tool, selection tools, and adjustment layers.
- Reflection: Importance of self-reflection on the creative process and problem-solving encountered.
- Students will complete a retouching and compositing project in Photoshop
- Students will create a final digital composite project featuring a supernatural character. This project will be assessed based on creativity, technical skill, and the effective use of at least three different Photoshop tools learned during the lesson.
- Students will create a Photoshop design that showcases their ability to use the type tool and apply at least 3 different effects (stroke, drop shadow, bevel, emboss). The design should demonstrate their understanding of how to manipulate typography to create an impactful visual composition.
- The students will create a digitally colored comic book character in Photoshop that demonstrates their understanding of color theory and visually pleasing color choices. The final product will be assessed using an intermediate rubric that evaluates the use of color, composition, and overall aesthetic appeal.

## Standards

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- 9.3 Career and Technical Education (Career Readiness, Life Literacies, and Key Skills)
- 9.4 Life Literacies and Key Skills (Career Readiness, Life Literacies, and Key Skills)

VA.9-12.1.5.12prof.Cr1                      Generating and conceptualizing ideas.

VA.9-12.1.5.12prof.Cr1a                      Use multiple approaches to begin creative endeavors.

LA.RL.9-10.7                      Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

LA.RI.9-10.9                      Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g.,

	Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
VA.3-5.1.5.5.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.3-5.1.5.5.Cn10a	Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.
VA.3-5.1.5.5.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
MA.9-12.1.2.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.3-5.1.5.5.Cn11a	Communicate how art is used to inform the values, beliefs and culture of an individual or society.
MA.9-12.1.2.12prof.Cn10b	Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

## Instructional Tasks/Activities

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- Adobe Photoshop Assessment
- Photoshop Critique/Short Writing

## Lessons

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- Retrieve/ Comprehend:

- Color theory: primary, secondary, and complementary colors • Applying color to line art in Photoshop using layers and blending modes • Techniques for achieving visually pleasing color palettes Importance of composition and balance in comic book character design
- Creative Tools
- Layer Styles and Blending Modes
- Layers and Groups
- Making Selections
- Smart Objects
- Students will complete a retouching and compositing project in Photoshop, where they will demonstrate their ability to apply at least eight different techniques learned in class. This project will be evaluated based on creativity, technical execution, and adherence to project guidelines.
- Students will create a digital artwork that incorporates at least three different images using layers, blending modes, and filters. They will submit their project file along with a brief reflection on their design choices and processes.
- Students will create a digital artwork using Photoshop that incorporates at least two different brush techniques and one selection tool, accompanied by a reflective paragraph discussing the ethical implications of their digital creation.
- Students will create a digital poster that incorporates varied text styles and effects using the type and

FX tools in Photoshop. This will demonstrate their understanding of leading, kerning, tracking, and the application of blending modes and filters.

- Students will create a final digital composite project featuring a supernatural character. This project will be assessed based on creativity, technical skill, and the effective use of at least three different Photoshop tools learned during the lesson.
- Students will submit their final composite image of a fantastic animal created in Photoshop,
- The students will create a digitally colored comic book character in Photoshop that demonstrates their understanding of color theory and visually pleasing color choices. The final product will be assessed using a rubric that evaluates the use of color, composition, and overall aesthetic appeal.
- Transformations/Ordering Steps
- Work Area

## **Assessment Procedure**

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- 1. Discussions (Informal)
- 2. Observations (Formative)
- 3. Quizzes/ Tests (Obtrusive)
- 4. Self-assessment (Artist-generated)
- 5. Professionalism (Unobtrusive)
- 6. Written Responses (Artist-generated)
- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Adobe CC Applications

- Apple iMac Computers
- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Digital Drawing Tablets
- Educational Social Media
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Web Applications
- Kahoot
- MagicSchool AI
- Online applications and cloud based group work
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group

- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Adobe Photoshop CC Classroom in a Book (2015 release)
- Cloud based applications
- <https://edex.adobe.com/>
- <https://www.adobe.com/home>