

## Unit 2: Photo Editing with Photoshop

### Media Arts 7

14 Class Meetings

Created May 2022

#### Essential Questions

- How can image editing tools be used to enhance, repair, and restore images?
- How can image editing tools be used to manipulate images to express an idea and influence communication in the digital world?
- What knowledge and skills are essential for humans to make sound decisions about creating, using, and modifying technologies?

#### Enduring Understandings with Unit Goals

**EU 1:** Images can be reshaped, repaired, and enhanced using basic tools in Photoshop.

- Discover how to use Photoshop tools for basic tasks: resize, crop, straighten and rotate an image and changing file formats.
- Apply techniques to digitize, duplicate, and clone image content to repair damaged or inferior photos.
- Interpret a histogram to make color corrections for brightness, contrast, exposure, and vibrance.

**EU 2:** Image editing software can be used creatively to express an idea or emotion by making a whole new image from many.

- Discover that layers within image construction are separate parts of a photograph that can be accessed and edited independently of the whole.
- Apply colorization, image swapping, and pop arts techniques using layers.
- Combine and blend multiple photographs to create a new composition with new meaning.
- Demonstrate ethical use of the intellectual property of others.

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#### Standards

##### National Media Arts Standards:

- MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
- MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
- MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.
- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- b. Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.
- MA:Re8.1.6: Analyze the intent of a variety of media artworks, using given criteria.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
- MA:Cn11.1.6: a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

##### ISTE Standards

- Standard 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  - 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
- Standard 2: Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
  - 2b. Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
  - 2c. Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

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- Standard 3. Knowledge constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  - 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
  - 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
  
- Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

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#### **Unit Content Overview**

1. File Management
  - Connect and transfer files from portable memory to the computer.
  - Create a logical system of organizing and storing files in Google Drive/Google Site Portfolio.
  - Name the best application for different file formats.
2. Photoshop Fundamentals
  - Describe the Photoshop interface and identify the function of each panel.
  - Identify Photoshop tools for navigation, moving and selecting, cropping and slicing, measurement, retouching and painting, and drawing and typing
3. Image Creation and Manipulation:
  - Retouch and restore images to improve quality
  - Create new images and image effects using layering and blending tools.

Key Terms - Canvas, Aspect Ratio, Layers, Layer Masks, Filters, Opacity, Blending Modes, Adjustment Layers, Clone Stamp, Blur, Distort, Puppet Warp, Free Transform, Panel, Short-Cuts, Opacity, smart objects, filters, textures, Gradients, Tools Panel, Quick Selection, Brush, Layers, Eyedropper, Clone Stamp, Blur Tools, Short Cuts, interface

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#### Daily Learning Objectives with *Do Now Activities*

##### Students will be able to...

- Compare prior knowledge of Photopea to Photoshop and their application to career opportunities.
  - Photoshop and photo editing pre-assessment
- Edit an image to remove components from it using selections, brushes, and cloning and enhancement tools.
  - What is a file extension and what does it tell us?
- Apply different text elements and formats in a Superhero or Anime comic strip template.
  - What is a font?
- Create an album Artwork applying different fonts demonstrating balance in their design.
  - Who is a musical Artist you enjoy listening to?
- Create a “Face Swap” in Photoshop using the lasso selection tool, copy, paste
  - How do you label Photoshop workspaces?
- Apply the color splash effect to make one object in a photograph color and the rest black & white.
  - Photoshop Quiz
- Create a textured pop art photo effect headshot using layers, smart objects, filters, textures, and gradients. \*\*
  - What is the “splash effect?”
  - What is a filter used for in Photoshop?
- Research a topic for their final, “Poster with a Cause” project using the UN sustainability goals and begin ideation process.
  - Select two topics from the UN sustainability goals that are important to you.
- Create their poster representing the message behind their UN sustainability goals \*\*\*
  - Set a SMART daily goal for your project.
- Critique the work of another student with kind, specific, helpful feedback, and revise their own.
  - If you had an extra day to work on your project, what would you change?
- Share in Gallery Walk and write a reflection.
  - What is a reflection?

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#### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Paragraph frames and sentence starters
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Pre-reading strategies
- Graphic organizers
- Accountable talk
- Homework
- Electronic word walls with visuals - Padlet
- Anchor charts
- Conferencing
- Text and video chunking with guiding questions
- Individualized in-person/Zoom coaching
- Student collaboration in small in-person/Zoom groupings
- Assignment modification
- Speech to text
- Sentence starters
- Key vocabulary - translation, reinforcing the contextual definition with visuals
- Provide correct pronunciation by repeating student response
- Chunk/challenge/chew - maximum 10 - minute chunks
- Word wall
- Do-nows as vocabulary review
- Culturally responsive teaching
- Explicit modeling
- Non-verbal Assessments

#### **EL DIFFERENTIATED INSTRUCTION:**

- Word walls with visuals
- TWPS (Think, Write, Pair, Share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit Modeling
- Key Vocabulary
- Graphic Organizers
- Strategic Grouping
- Non-verbal Assessments

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#### Assessments

##### **FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- CFU – Check for Understanding
- Exit Slips
- Accountable Talk Discussions
- Assignment completion
- Completed graphic organizers
- Homework

##### **SUMMATIVE ASSESSMENTS:**

- Quiz on EU #1
- Quiz on EU-2
- Performance Task – “Poster for a Cause” (EU-2)

#### Unit Task

**Unit Task Name:** “Poster for a Cause”

**Description:** Students will demonstrate the power of their creativity in an original poster using photographs they have taken and stock photos. (EU1) Students may choose between an infographic with text, graphs, statistics, and images, or choose a more creative approach with multiple blended or morphed images and little text. (EU2) The final product will be shared with an authentic audience in a web gallery.

**Evaluation:** Summative assessment and Rubric #5 Responsibility

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#### Unit Resources

- Chromebooks
- Computer Lab
- Google Classroom
- Google Chrome
- Google Docs, Google Slides
- Cell phones, digital cameras, tripods
- Teacher computer
- Classroom monitor (TV)
- Pexels
- Photoshop
- Adobe tutorials
- Draw hamburger in Photoshop: <https://www.youtube.com/watch?v=5n6X0jcO1sk> or <https://www.youtube.com/watch?v=WdLzT5o3FGs>
- Blend To Photos: <https://www.essential-photoshop-elements.com/blend-two-photos-together.html>
- Pop Art Portraits: [https://www.youtube.com/watch?v=q\\_u-tMhi2I4](https://www.youtube.com/watch?v=q_u-tMhi2I4) and [https://www.youtube.com/watch?v=q\\_u-tMhi2I4](https://www.youtube.com/watch?v=q_u-tMhi2I4)
- Face Swap: <https://clippingpathindia.com/blogs/tips/photoshop-image-swap-blend-technique-10-easy-steps>
- Color Splash Effect: <https://www.youtube.com/watch?v=ndTF5gXjRkc>