

**Unit 2: Design with Photoshop**  
**6th Grade Digital Art**  
18 Classes

*Rev. May 2025*

**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.

**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.
- 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.

### Unit Content Overview

1. File Management o 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

## Daily Learning Objectives with *TWPS*

### Students will be able to...

- Add and customize text layers in Photoshop using the Text Tool.
  - *What makes a logo or flyer text look professional or eye-catching?*
- Use the Move Tool to position and align elements within a Photoshop project.
  - *How do you think designers decide where to place things on a poster or menu?*
- Organize and manage elements using layers and layer order.
  - *Why might it be helpful to keep design elements on separate layers?*
- Use the Brush Tool to paint, add effects, and customize strokes.
  - *What are some creative ways an artist could use a digital brush?*
- Use layer masks to non-destructively hide or reveal parts of a layer.
  - *What's the difference between deleting something and hiding it?*
- Use the Clone Stamp Tool to duplicate specific parts of an image.
  - *Why might a designer or photographer want to copy part of an image exactly?*
- Use the Healing Brush Tool to remove imperfections and blend image areas naturally.
  - *What's the difference between fixing something and covering it up?*
- Use the Lasso Tool to make freehand and polygonal selections.
  - *When might you need to make a very specific or unusual selection shape?*
- Apply and adjust filters to achieve specific visual effects.
  - *Have you ever used a filter on a photo? What kind of mood or effect did it create?*
- Use the Eyedropper Tool to select and match colors from images.
  - *Why is color consistency important in branding or design?*
- Create and customize vector shapes to use in graphic compositions.
  - *What kinds of basic shapes can you combine to build more complex images?*
- Apply gradient fills to layers and shapes to create color transitions.
  - *What emotions or effects can gradients create in a design?*

- Use adjustment layers to alter the tone, brightness, and color of images.
  - *Why might a designer want to change the mood of a photo using color or light?*
- Apply Photoshop tools to complete a themed branding package including a logo, menu, and concept image for a fictional restaurant.\*\*\*\*\*
  - *What are the most memorable logos or restaurant menus you've seen, and what made them stand out?*

### **Instructional Strategies/Differentiated Instruction**

- Daily Warm Up Activities
- Lecture slides with guided note-taking
- Flexible grouping
- Exit slips
- Graphic Organizers
- Creating authentic connections for students
- Rephrasing and restatement of information and concepts
- Student use of headphones
- Independent reading
- Outlining of text

### **Assessments**

#### **FORMATIVE ASSESSMENTS:**

- Do Now
- Photoshop Art Activities
- Student discussions and responses
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers

#### **SUMMATIVE ASSESSMENTS:**

Unit Task - “Restaurant Concept Design”

## Unit Task

**Unit Task Name:** “Restaurant Concept Design”

**Unit Task Description:** Students will take on the role of a creative director and design a unique restaurant brand using Photoshop. You’ll start by choosing a theme—this could be based on food, culture, a location, or even something entirely made up. Then, you’ll create three pieces: a custom logo that reflects the restaurant’s identity, a one-page menu designed to match the theme and be visually appealing, and a concept image that uses found images, cut-outs, and effects to create a scene or ad that captures the restaurant’s atmosphere. This project will showcase your skills with layers, text, masks, filters, and other tools learned throughout the unit (EU 1, EU 2)

## Unit Resources

Photoshop  
Google Images