DE Image Editing/Photoshop

Curriculum/Content Area: ART & DESIGN	**Course Length: 9 weeks**
Course Title: **DE Image Editing/Photoshop**	**Date last reviewed: 11/2021 (New Course)**
Prerequisite: Enrollment in Elmbrook Graphic Design Academy	**Board approval date: 11/2021**
Primary Resource: WCTC Transcripted Credit	

Desired Results

Course description and purpose: Learn to use Adobe Photoshop to create sophisticated graphics for print and the web. Describe, discuss and demonstrate the procedures for producing color files and documents of professional quality. Become acquainted with layers, channels, paths, masks and other techniques that are used to create the highest quality graphic elements for electronic digital documents. Image Editing/Photoshop is one required course to earn transcripted college credit through the Elmbrook Graphic Design Program of Study.

Career Clusters Connections:.

- ➔ ARTS, AUDIO/VISUAL & COMMUNICATIONS
- ➔ INFORMATION TECHNOLOGY
- ➔ MARKETING

Opportunities for industry based certification

- ➔ Adobe

Enduring Understandings:	**Essential Questions:** *big picture questions, aligned with enduring understandings*
CREATING	
Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.	❖ How do media artists generate ideas? ❖ How can ideas for media arts productions be formed and developed to be effective and original?
Media artists plan, organize, and develop creative ideas, plans, and models into process	❖ How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

structures that can effectively realize the artistic idea.	
The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.	❖ What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? ❖ How do media artists improve/refine their work?
PRESENTING	
Media artists integrate various forms and contents to develop complex, unified artworks.	❖ How are complex media arts experiences constructed?
RESPONDING	
Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.	❖ How do people relate to and interpret media artworks?
CONNECTING	
Media artworks synthesize meaning and form cultural experience.	❖ How do we relate knowledge and experiences to understanding and making media artworks? ❖ How do we learn about and create meaning through producing media artworks?

PRIORITY STANDARDS
NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
NCAS Creating Standard 2: Organize and develop artistic ideas and work.
NCAS Creating Standard 3: Refine and complete artistic work.
NCAS Presenting Standard 4: Select, analyze, and interpret artistic work for presentation
NCAS Responding Standard 8: Interpret intent and meaning in artistic work.
NCAS Connecting Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Supporting Standard Clusters

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.
- MA:Pr4.1.I: Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- MA:Re8.1.I: Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.
- MA:Cn10.1.I: (a) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. (b) 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.

Unit 1 - Adobe Photoshop Basics

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.

Learning Targets

- I can identify the parts of the Photoshop workspace.
- I can set up an effective workspace for my project.
- I can understand canvas size, image size and printing preferences.

- I can understand the difference between raster and vector images.
- I can resize, crop and transform.
- I can understand layers, smart objects and groups.
- I can utilize the zoom tool, hand tool and rotate.
- I can research options in art and design careers related to graphic design.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	✓ Creating ✓ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 2 - Creating Selections

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
4. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?

5. How do media artists improve/refine their work?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Learning Targets

- I can understand and utilize the selection tools (marquee tool, marquee options, lasso tool, magnetic lasso tool, magic wand tool, quick selection, select inverse).
- I can create a layer mask with images.
- I can create a gradient layer mask.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

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❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)

❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Speaking Photoshop CC* by David Bate, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 3 - Image Adjustments

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
4. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
5. How do media artists improve/refine their work?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Learning Targets

- I can understand the properties of layers (background versus regular layer).
- I can use adjustment layers to edit non destructive editing.
- I can identify and use a variety of adjustment layers.

- I can effectively apply a layer mask and clipping mask to an adjustment layer.
- I can effectively use curves, level, exposure, brightness/contrast.
- I can correct exposure using auto adjustments.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

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❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 4 - Color Balance

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
4. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
5. How do media artists improve/refine their work?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.
- NCAS Responding Standard 8: Interpret intent and meaning in artistic work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.
- MA:Re8.1.I: Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Learning Targets

- I can understand the basics of color theory in graphic design.
- I can understand color modes and color channels.
- I can use fill color, gradients and blend modes.
- I can correctly adjust color balance.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance*	✓ Creating	• Performance tests can be modified

Tests	❏ Presenting ✓ Responding ✓ Connecting	(shortened or simplified)
❏ *Reflections*	❏ Creating ❏ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 5 - Retouching

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
4. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
5. How do media artists improve/refine their work?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Learning Targets

- I can specify brush tips by size and hardness.

- I can use the brush panel to modify brush tip settings.
- I can create custom brush tips from artwork.
- I can remove red eye with the red eye tool.
- I can use the clone stamp, healing brush, spot healing brush and patch tools to retouch an image.
- I can brighten objects using hue/saturation.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

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❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
❑ *Portfolio*	❑ Creating ❑ Presenting ❑ Responding ❑ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Speaking Photoshop CC* by David Bate, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 6 - Layers, Effects & Filters

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

4. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
5. How do media artists improve/refine their work?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Learning Targets

- I can use layer blending modes, opacity and fill to blend image pixels.
- I can lock layers to prevent unwanted edits.
- I can link layers and move them as one.
- I can enhance a layer's appearance with later effects.
- I can align and distribute layers.
- I can convert pixel layers to smart objects.
- I can place an Adobe Illustrator file as a smart object.
- I can use smart filters for non destructive editing.
- I can apply multiple filters using the filter gallery.
- I can sharpen images.
- I can apply surface textures using the displace filter.
- I can edit in perspective using vanishing point.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process** *Check all that apply:*	**Differentiation Strategies/ Strategies for Inclusion** *May include, but are not limited to the following:*
❑ *Sketchnotes*	❑ Creating	• Visual notes will be provided for individual

(visual notes)	❏ Presenting ❏ Responding ✓ Connecting	students as needed (fill-in-the-blank, multiple choice, etc)
❏ *Portfolio*	❏ Creating ❏ Presenting ❏ Responding ❏ Connecting	• Quantity and complexity of a portfolio can be modified for individual students.
❏ *Performance Tests*	✓ Creating ❏ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❏ *Reflections*	❏ Creating ❏ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

- *Speaking Photoshop CC* by David Bate, Canvas Course, Padlet, Creative Cloud & YouTube Tutorials, etc.

Unit 7 - Distort, Warp and Content Aware

Essential Questions:

1. How do media artists generate ideas?
2. How can ideas for media arts productions be formed and developed to be effective and original?
3. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
4. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
5. How do media artists improve/refine their work?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
- NCAS Creating Standard 3: Refine and complete artistic work.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes,

and production processes for media arts productions, considering original inspirations, goals, and presentation context.

- MA:Cr3.1.I: (a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production, demonstrating understanding of associated principles, such as continuity and juxtaposition. (b) Refine and elaborate aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, intentions, audiences and contexts.

Learning Targets

- I can use the liquify filter to drag, twirl, pucker and bloat pixels.
- I can manipulate limbs and joints using puppet warp.
- I can automatically fill a selection with background images using content aware fill.
- I can scale an image disproportionately without distorting key elements using content aware scale.
- I can use the content aware move tool to replace backgrounds vacated by a moved object.
- I can use the content aware move tool to extend images.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

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❑ *Sketchnotes (visual notes)*	❑ Creating ❑ Presenting ❑ Responding ✓ Connecting	• Visual notes will be provided for individual students as needed (fill-in-the-blank, multiple choice, etc)
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❑ *Performance Tests*	✓ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Performance tests can be modified (shortened or simplified)
❑ *Reflections*	❑ Creating ❑ Presenting ✓ Responding ✓ Connecting	• Reflections can be presented in the following ways: orally discussed with instructor, taped presentation, etc.

Digital Tools & Supplementary Resources

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Unit 8 - Output for Print and Web

Essential Questions:

1. How do media artists organize and develop ideas and models into process structures to achieve the desired end product?
2. What is required to produce a media artwork that conveys purpose, meaning, and artistic quality?
3. How do media artists improve/refine their work?
4. How are complex media arts experiences constructed?
5. How do we relate knowledge and experiences to understanding and making media artworks?
6. How do we learn about and create meaning through producing media artworks?

Unit Standards

Priority Standards

- NCAS Creating Standard 1: Generate and conceptualize artistic ideas and work.
- NCAS Creating Standard 2: Organize and develop artistic ideas and work.
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- NCAS Presenting Standard 4: Select, analyze, and interpret artistic work for presentation
- NCAS Connecting Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Supporting Standards

- MA:Cr1.1.I: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.
- MA:Cr2.1.I: Apply aesthetic criteria in developing, proposing, and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation context.
- MA:Cr3.1.I: a) Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles, such as emphasis and tone. b) Refine and modify media artworks, honing aesthetic quality and intentionally accentuating stylistic elements, to reflect an understanding of personal goals and preferences.
- MA:Pr4.1.I: Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- MA:Cn10.1.I: a.) Access, evaluate, and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests, and cultural experiences. b) 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

Learning Targets

- I can set up a document for print output.
- I can identify and choose the correct color model for a particular project.
- I can print individual images from Photoshop.

- I can prepare images for offset printing.
- I can optimize and save images for use on the web.

Assessment Evidence

Feedback & Scoring Rubric(s) based on Priority Standards

- UNIVERSAL ART RUBRIC

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Digital Tools & Supplementary Resources

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