

# Bemidji Schools Course Map *Visual Arts K-12 Scope and Sequence: Intro to Photoshop*

Brief Description of Content	Standard Benchmarks The student will:	Assessment Activities	Evaluation Criteria
<p><b>Project One</b> (1 week)</p> <p><b>On Going:</b></p> <ul style="list-style-type: none"> <li>● Integrate visual art skills from grades K-12 and apply using digital processes</li> <li>● Building an understanding of the tool icons in Photoshop</li> <li>● Beginning use of critique for reflection (written, oral: small group, individual, student and teacher)</li> <li>● Introduce artist statement (why they did what they did; simple written)</li> <li>● Rationale for intent and composition</li> <li>● The importance of color in unifying a composition</li> <li>● Effective use and meaningful application of color</li> <li>● Analyze how Photoshop's tools can be used to effectively create lines, shapes, textures, value to communicate meaning</li> </ul> <p><b>Focus on:</b></p> <p>ELEMENTS</p> <ul style="list-style-type: none"> <li>● Color</li> </ul> <p>PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> <li>● Hue Saturation and intensity</li> <li>● Contrast</li> <li>● Luminosity</li> </ul> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>● Photoshop CS2 software</li> <li>● Computer workstations</li> <li>● Color Laser Printer</li> <li>● 28# Laser paper</li> </ul> <p>TECHNIQUES/SKILL</p> <ul style="list-style-type: none"> <li>● Variety of selection techniques to isolate images</li> <li>● Variety of options for manipulation of images</li> <li>● Variety of options for student interpretation</li> </ul> <p>TOOLS</p> <ul style="list-style-type: none"> <li>● PhotoShop CS 2</li> </ul> <p>ART HISTORY</p> <ul style="list-style-type: none"> <li>● Art history: Post Modernism (intentionality)</li> </ul>	<p><b>Project ONE:</b></p> <p><b>Color Correction</b></p>	<p><b>Project ONE:</b></p> <p><b>Learning goal:</b></p> <p><b>1. Color correction techniques</b></p>	<p><i>Rubric to be developed</i></p>

<p><b><i>PROJECT TWO: Cloning and Healing (1 week)</i></b></p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>● <b>Focusing on each tools capabilities/options</b></li> </ul> <p>PRINCIPLES:</p> <ul style="list-style-type: none"> <li>● Contrast</li> </ul> <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> <li>● Student selected theme (damaged photo)</li> </ul> <p>MATERIALS:</p> <ul style="list-style-type: none"> <li>● Digital Environment</li> </ul> <p>TECHNIQUES/SKILLS</p> <ul style="list-style-type: none"> <li>● Healing damaged areas in a photograph</li> <li>● Cloning from one image to another</li> </ul> <p>TOOLS</p> <ul style="list-style-type: none"> <li>● Spot Healing tool</li> <li>● Healing tool</li> <li>● Patch tool</li> <li>● Clone Stamp tool</li> <li>● Burn tool</li> <li>● Dodge tool</li> </ul> <p>Art History</p> <ul style="list-style-type: none"> <li>● Photography</li> </ul>	<p><b>Project Two Foundations:</b></p>	<p><b>Project Two Learning goal:</b></p>	<p><b>Project Two:</b> <b><i>Rubric to be developed</i></b></p>
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<p><b>PROJECT THREE: Colorizing Grayscale Image</b> (1 week)</p> <p><b>On-going:</b></p> <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> <li>● Grayscale Photograph</li> </ul> <p>TECHNIQUE/SKILLS</p> <ul style="list-style-type: none"> <li>● Use color Blend Modes</li> <li>● Opacity</li> <li>● Selections (Masking)</li> <li>● Painting Tools</li> <li>● Filling with Foreground Color</li> <li>● Using Multiple Layers</li> <li>● Flattening an Image</li> </ul> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>● Digital Environment</li> </ul> <p>TOOLS</p> <p>ART HISTORY</p> <p>Photography</p> <p>New art forms due to photography (Freedom)</p>	<p><b>Project Three:</b></p> <p><b>I. Foundations:</b></p> <p><b>1.1 Color</b></p> <p><b>II. Create/Make</b></p> <p><b>1.2</b></p>	<p><b>Project Three:</b></p> <p><b>Learning goal:</b></p> <p>1. Interpret an emotion in a photograph by self selecting Hue to colorize subject matter and background</p> <p>2. Students will justify their choice of color based on feedback from teacher and peer review.</p> <p><b>Assessment Activity</b></p> <p>1. Colorized grayscale photo with self selected criteria for interpreting emotional context with color</p> <p>2. Student Self-assessment form listing tools and techniques used in the composition and an artist statement explaining color choices.</p> <p>3. Project Journal recording revisions based on instructor and peer feedback and rationale for why or why not revisions were made.</p>	<p><b>Project Three</b> <i>Rubric to be developed</i></p>
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<p><b>PROJECT FOUR: Creating with type</b></p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>● Beginning use of the create process; generating ideas</li> <li>● Planning and preparing</li> </ul> <p>ELEMENTS &amp; PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> <li>● Shape (Type)</li> <li>● Color (emotional Impact of)</li> <li>● Space Pos/ Neg.</li> <li>● Line</li> <li>● Repetition</li> <li>● Balance</li> <li>● Unity</li> <li>● Emphasis</li> <li>● Appropriation</li> </ul> <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> <li>● Creating a visual identity: Business card, Cd, Ad for publication, product design</li> </ul> <p>TECHNIQUE/SKILLS</p> <ul style="list-style-type: none"> <li>● Formatting and text alignment</li> <li>● Modifying text,</li> <li>● Utilizing a template in preparation for post production</li> <li>● Trimming</li> </ul> <p>STYLE Graphic art/ logo/typography.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>● Digital Environment/Examples</li> </ul> <p>TOOLS</p> <ul style="list-style-type: none"> <li>● Layer Styles, styles palette</li> <li>● Custom Shapes</li> <li>● Warping Text</li> </ul>	<p><b>Project Four:</b></p> <p><b>Foundations</b></p> <p>1.1 Color, line shape (type) space and principles.</p> <p>1.2</p> <p>1.3</p> <p>3.1</p> <p><b>Create and Make</b></p> <p>1.3</p> <p><b>Respond/Critique</b></p> <p>1.2</p>	<p><b>Project Four:</b></p> <p><b>Assessment Activities</b></p> <p><b>Learning goal:</b></p> <p>Students will sort logos to create a timeline to demonstrate knowledge of culture/style impacting graphic design.</p> <p>(3.1) Instructor monitored sorting activity</p> <p>Compare and contrast the elements: color line shape space and the principles: placement, contrast, alignment and repetition on Good/Bad cards using teacher selected examples of graphic design:</p> <p>What works, what doesn't. (1.1)</p> <p>T-Chart</p> <p>Students justify their choices of placement, contrast, alignment and repetition: what would they change?</p> <p>(1.2) Constructed response</p> <p>Students create a graphic design using elements and principles and Photoshop techniques, to communicate an idea based on a theme, product, event, etc. (1.1)</p> <p>Project 4 (Creating with type).</p> <p>Students will write an artistic statement describing how audience and occasion affected their composition and why they made these choices. (1.3) pdf short answer sheet</p>	<p><b>Project Four:</b></p> <p><b><i>Rubric to be developed</i></b></p>
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<p><b>PROJECT FIVE: Layers/Montage</b></p> <p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Incubate, focus, explore, evaluate.</li> </ul> <p>ELEMENTS &amp; PRINCIPLES OF DESIGN</p> <p>Texture</p> <p>Movement</p> <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> <li>• Student selected</li> </ul> <p>TECHNIQUE/SKILLS</p> <ul style="list-style-type: none"> <li>• Multiple Layers</li> <li>• Filters</li> <li>• Create original Backgrounds</li> <li>• Clipping Group</li> <li>• Vignettes</li> <li>• Creating original gradients</li> <li>• Text as a design element</li> </ul> <p>STYLES Collage, Montage</p> <p>ART HISTORY: Picasso, Warhol, Rauschenberg, Shepard Faurey</p> <p>MATERIALS</p> <p>Digital Environment/Examples</p> <p>TOOLS</p>	<p><b>Project Five:</b></p> <p><b>Foundations</b></p> <p><b>1.1 texture</b></p> <p><b>2.1</b></p> <p><b>Create and Make</b></p> <p><b>1.1</b></p>	<p><b>Project Five:</b></p> <p><b>Learning goal: The student will:</b></p> <p>Student will use filters to create an original textured background layer to support theme of composition.</p> <p>Students will integrate the techniques of:</p> <p>Original gradient</p>	<p><b>Project Five:</b></p>