

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

<p><i>PROJECT TWO: Cloning and Healing (1 week)</i></p> <p>On-going:</p> <ul style="list-style-type: none"> ● Focusing on each tools capabilities/options <p>PRINCIPLES:</p> <ul style="list-style-type: none"> ● Contrast <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> ● Student selected theme (damaged photo) <p>MATERIALS:</p> <ul style="list-style-type: none"> ● Digital Environment <p>TECHNIQUES/SKILLS</p> <ul style="list-style-type: none"> ● Healing damaged areas in a photograph ● Cloning from one image to another <p>TOOLS</p> <ul style="list-style-type: none"> ● Spot Healing tool ● Healing tool ● Patch tool ● Clone Stamp tool ● Burn tool ● Dodge tool <p>Art History</p> <ul style="list-style-type: none"> ● Photography 	<p>Project Two Foundations:</p>	<p>Project Two Learning goal:</p>	<p>Project Two: <i>Rubric to be developed</i></p>
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<p>PROJECT THREE: Colorizing Grayscale Image (1 week)</p> <p>On-going:</p> <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> ● Grayscale Photograph <p>TECHNIQUE/SKILLS</p> <ul style="list-style-type: none"> ● Use color Blend Modes ● Opacity ● Selections (Masking) ● Painting Tools ● Filling with Foreground Color ● Using Multiple Layers ● Flattening an Image <p>MATERIALS</p> <ul style="list-style-type: none"> ● Digital Environment <p>TOOLS</p> <p>ART HISTORY</p> <p>Photography</p> <p>New art forms due to photography (Freedom)</p>	<p>Project Three:</p> <p>I. Foundations:</p> <p>1.1 Color</p> <p>II. Create/Make</p> <p>1.2</p>	<p>Project Three:</p> <p>Learning goal:</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>Assessment Activity</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>Project Three</p> <p><i>Rubric to be developed</i></p>
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<p>PROJECT FOUR: Creating with type</p> <p>On-going:</p> <ul style="list-style-type: none"> ● Beginning use of the create process; generating ideas ● Planning and preparing <p>ELEMENTS & PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> ● Shape (Type) ● Color (emotional Impact of) ● Space Pos/ Neg. ● Line ● Repetition ● Balance ● Unity ● Emphasis ● Appropriation <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> ● Creating a visual identity: Business card, Cd, Ad for publication, product design <p>TECHNIQUE/SKILLS</p> <ul style="list-style-type: none"> ● Formatting and text alignment ● Modifying text, ● Utilizing a template in preparation for post production ● Trimming <p>STYLE Graphic art/ logo/typography.</p> <p>MATERIALS</p> <ul style="list-style-type: none"> ● Digital Environment/Examples <p>TOOLS</p> <ul style="list-style-type: none"> ● Layer Styles, styles palette ● Custom Shapes ● Warping Text 	<p>Project Four:</p> <p>Foundations</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>Create and Make</p> <p>1.3</p> <p>Respond/Critique</p> <p>1.2</p>	<p>Project Four:</p> <p>Assessment Activities</p> <p>Learning goal:</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.</p> <p>(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>Project Four:</p> <p><i>Rubric to be developed</i></p>
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<p>PROJECT FIVE: Layers/Montage On-going:</p> <ul style="list-style-type: none"> ● Theme ● Incubate, focus, explore, evaluate. <p>ELEMENTS & PRINCIPLES OF DESIGN Texture Movement</p> <p>SUBJECT MATTER</p> <ul style="list-style-type: none"> ● Student selected <p>TECHNIQUE/SKILLS</p> <ul style="list-style-type: none"> ● Multiple Layers ● Filters ● Create original Backgrounds ● Clipping Group ● Vignettes ● Creating original gradients ● Text as a design element <p>STYLES Collage, Montage</p> <p>ART HISTORY: Picasso, Warhol, Rauschenberg, Shepard Fairey</p> <p>MATERIALS</p> <p>Digital Environment/Examples</p> <p>TOOLS</p>	<p>Project Five: Foundations 1.1 texture 2.1 Create and Make 1.1</p>	<p>Project Five:</p> <p>Learning goal: The student will: Student will use filters to create an original textured background layer to support theme of composition.</p> <p>Students will integrate the techniques of: Original gradient</p>	<p>Project Five:</p>
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Bemidji Schools Course Map *Visual Arts K-12 Scope and Sequence: Intro to Photoshop*