

## High School Curriculum Map for Bemidji District Visual Arts K-12 Scope and Sequence

Quarter Course (Nine Week) Advanced Photoshop Brief Description	Standard Benchmarks	Learning Goals and Assessment Activities (in bold)	Evaluation Criteria
<p><b>Project One</b> Logo Design</p> <p><b>Focus On:</b> Create stylized initial that informs viewer about the artist</p> <ul style="list-style-type: none"> <li>• Online tutorials</li> <li>• Familiarizing layers</li> <li>• Introduce Create Process</li> <li>• Create Process translation with authentic studio experience—students observe a graphic designer in his studio (DVD) and track the create process as he implements it</li> </ul> <p>ELEMENTS Stylized line—students convey their identity using their initial and design elements</p> <p>MATERIALS</p> <ul style="list-style-type: none"> <li>• “Advanced Photoshop Study Guide”—distributed by instructor</li> <li>• Vocabulary list of modifiers selected by instructor and student for use in this lesson</li> </ul> <p>TECHNIQUES/SKILL Traditional drawing skills—students generate 32 thumbnail sketches of their initial, narrow selection to 8, student selection of one that best displays their creative effort justify selection of that one Elaborate selected design Scan and enlarge image to 6”x6” Create vector/bitmap art Create “Paths” Customized Brushes Create original logo/visual identity using new found pen tools skills</p>	<p><b>III.Perform/Present</b></p> <p><b>1.1</b></p> <p><b>1.2</b></p> <p><b>1.3</b></p>	<p><b>Learning Goals:</b> <b>Student will:</b></p> <p>Select eight initials from thirty-two sketches and elaborate on one image to communicate a personal expression Post the stylized initial on voicethread.com and request feedback from class based on use of the elements and principles to communicate some aspect of the artist’s personality Review feedback from class on voicethread.com and decide whether or not to incorporate suggested ideas Revise artwork based on feedback Develop statement of artistic intent elaborating on chosen image, rationale for revision and ideas for presenting art work Submit final project for peer critique on voicethread.com Save “digital copy” of creation for electronic portfolio and future display options</p> <p><b>(Post an artist question based on “Good Feedback Protocol #2” Webpage only open to members of class—extended written response.)</b> <b>(Respond to artwork of others who are in your group i.e. tablemates, assigned groups—extended written response.)</b> <b>(Revise artwork/presentation based on feedback from voicethread.com—performance assessment.)</b> <b>(Share with instructor rationale for considering audience and occasion—personal communication.)</b></p>	

**TOOLS**

Pen tool

**ART HISTORY**

Art communicates

<p><b>Project Two</b> Animation</p> <p><b>On Going:</b> Creating web animation</p> <p><b>Focus On:</b> Create gif animations to be displayed in a web browser</p> <p>PRINCIPLES OF DESIGN Repetition</p> <p>MATERIALS “ImageReady” software within Adobe Photoshop “Shrek” “Toy Story”</p> <p>TECHNIQUES/SKILL Multi-layer file Frame by frame animation Opacity animation “Tween” blend of frame by frame animations Save files to be displayed in web browser “Optimizing”—reducing file size</p> <p>TOOLS Animation palette in Photoshop Tools for drawing and creating animation elements</p> <p>ART HISTORY Single frame animation Claymation Flash Current trends in animation</p>	<p><b>Standard Benchmarks</b></p>	<p><b>Learning Goals and Assessment Activities (in bold)</b> <b>The Student Will:</b></p> <p>Create gif animations to be displayed in a web browser Learn “Tween” blend of frame by frame animations Save files to be displayed in web browser Use “Optimizing” technique—reducing file size Submit final project for peer critique on voicethread.com Save “digital copy” of creation for electronic portfolio and future display options</p> <p><b>(Post an artist question based on “Good Feedback Protocol #2” Webpage only open to members of class—extended written response.)</b> <b>(Respond to artwork of others who are in group i.e. tablemates, assigned groups—extended written response.)</b> <b>(Revise artwork/presentation based on feedback from voicethread.com—performance assessment.)</b></p>	<p><b>Evaluation Criteria</b></p>

	<b>Standard Benchmarks</b>	<b>Learning Goals and Assessment Activities (in bold) Student will:</b>	<b>Evaluation Criteria</b>
<p><b>Project Three:</b></p> <p><b>On-going:</b>            Acquire an understanding of creating a web site and develop basic workflow habits for success            Use Photoshop to produce content for homepage and five other linkable pages            Use “ImageReady” to slice pages, create image maps            Adding links to pages using “ImageReady”            Create interactive regions by the use of rollovers            Exporting designs as web pages            Saving web site in correct format for web delivery            Learn to use a layer-comp</p> <p><b>Focus On:</b>            Creating a Web Page</p> <p>SUBJECT MATTER            Digital business card—communication via the web</p> <p>MATERIALS:            “ImageReady”</p> <p>TECHNIQUES/SKILLS  <i>See ongoing:</i></p> <p>TOOLS            Digital environment</p> <p>ART HISTORY            Web in 1993—no images            Artists saw potential</p>		<p>Create a web page with five links</p> <p>Submit final project for peer critique on voicethread.com            Post an artist question based on “Good Feedback Protocol #2” Webpage only open to members of class            Respond to artwork of others who are in your group i.e. tablemates, assigned groups            Revise artwork/presentation based on feedback from voicethread.com            Save “digital copy” for electronic portfolio and future display</p>	

	Standard Benchmarks	Learning Goals and Assessment Activities (in bold) Student will:	Evaluation Criteria
<p><b>Project Four</b> <b>On-going:</b></p> <p><b>Focus On:</b> USING PERSPECTIVE Adding realism to photos Manipulation of the illusion of depth in a 2D composition</p> <p>CLONING TEXTURES FOR THE ILLUSION OF DEPTH</p> <p>SUBJECT MATTER Vanishing Point</p> <p>TECHNIQUE/SKILLS Use of planes to create the illusion of perspective Distortion</p> <p>MATERIALS Student-selected</p> <p>TOOLS “Vanishing Point” filter in Adobe Photoshop</p> <p>ART HISTORY Surrealism</p>		<p>Revise existing image with realistic adaptations Use the traditions and skills of perspective: Foreground, middle ground, background, Converging lines Overlap Use of space Detail applications Vanishing point Atmospheric perspective Incorporate the genre of surrealism as Magritte interpreted it in his/her composition</p> <p>Submit final project for peer critique on voicethread.com Post an artist question based on “Good Feedback Protocol #2” Webpage only open to members of class Respond to artwork of others who are in your group i.e. tablemates, assigned groups Revise artwork/presentation based on feedback from voicethread.com Save “digital copy” for electronic portfolio and future display</p>	

Project Five:	Standard Benchmarks	Project Five: Learning goals: Students Will:	Evaluation Criteria
<p><b>On-going:</b> Photoshop tools, techniques and layering capabilities</p> <p><b>Focus On:</b> Color-Range Manipulation of photograph to look like a woodcut or linoleum block print</p> <p>ELEMENTS &amp; PRINCIPLES OF DESIGN Contrast Monochromatic color schemes</p> <p>SUBJECT MATTER Printmaking</p> <p>TECHNIQUE/SKILLS Posterization</p> <p>STYLE Printmaking</p> <p>TOOLS New “selection” tool</p> <p>ART HISTORY: Pop Art</p> <p><b>On Going:</b> Exploring Photoshop: Tools, Techniques and Layers</p> <p><b>Focus On:</b> PRINCIPLES:</p> <ul style="list-style-type: none"> <li>● Contrast</li> </ul>		<p>Self-select color photograph Import image—scan or take off iPod Change to grayscale Posterize grayscale image reducing value regions to four or five Select each region of value and place on individual layer Manipulate the value of each layer by introducing new color schemes,</p> <p>Submit final project for peer critique on voicethread.com Post an artist question based on “Good Feedback Protocol #2” Webpage only open to members of class Respond to artwork of others who are in your group i.e. tablemates, assigned groups Revise artwork/presentation based on feedback from voicethread.com Save “digital copy” for electronic portfolio and possible future display</p>	

Project Six	Standard Benchmarks	Learning Goals and Assessment Activities (in bold) Student will:	Evaluation Criteria
<p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>● Perspective: overlap, use of space, size of an object</li> <li>● Foreground, middleground, background</li> <li>● Point of view</li> <li>● Atmospheric perspective</li> <li>● Drawing skills</li> <li>● Rendering form</li> </ul> <p>Focus On: Realism</p> <p>ELEMENTS &amp; PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> <li>Value</li> <li>Center of Interest</li> <li>Form</li> </ul> <p>SUBJECT MATTER</p> <p>Landscape, portrait, still life, cityscape, seascape—any traditional subject except abstract and non-objective.</p> <p>TECHNIQUE/SKILLS</p> <p>Advanced filter techniques for rendering textures</p> <p>STYLE</p> <p>Photo Realism</p> <p>ART HISTORY: Chuck Close. Audra Flack</p>		<p>Render form/perspective in a realistic way using traditional art techniques (value, texture, shading) and the tools/techniques of Photoshop.</p> <p><b>(Scaffolded exercises building student understanding of illustrative techniques to create realism using Adobe Photoshop—performance assessment)</b></p>	

Project Seven	Standard Benchmark	Learning Goals and Assessment Activities (in bold) Student will:	Evaluation Criteria
<p><b>On-going:</b></p> <ul style="list-style-type: none"> <li>● Assembling 2D design page layout into a 3D product or package</li> <li>● Understand the purpose of packaging design</li> <li>● Realize that there are form and function requirements</li> <li>● Integration of type and visuals to communicate a products' identity</li> <li>● Learn that packaging must enclose, inform ad persuade</li> <li>● Deconstructing layout elements</li> </ul> <p>Focus On: 3D package design</p> <p>ELEMENTS &amp; PRINCIPLES OF DESIGN Form follows function</p> <p>SUBJECT MATTER Package design</p> <p>TECHNIQUE/SKILLS Higher level thinking skills: how does 3D design differ from 2D Conceptualize final package—consider some panels may be inverted, rotated, etc. Consider audience</p> <p>MATERIALS Digital Environment/Examples</p> <p>TOOLS Packaging templates Exacto knives Rulers Scoring tools</p>		<p>Design product packaging on a flat 2D sheet to be cut, scored and assembled into a 3D form</p> <p>Interpret product function on the front by manipulating the art elements and principles</p> <p>Place design on paper so it doesn't run off the edges and maximizes use of space</p> <p>Consider form follows function when designing the product—it must be a useable product</p> <p>Use craftsmanship when scoring and gluing edges</p> <p>Critique peer product design for effectiveness of message</p> <p>Review feedback from peers and reflect on possibilities for future design change in online journal.</p>	

<p>MATERIALS Digital Environment/Examples TOOLS Advanced brush techniques and increased repertoire</p>			
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