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
Project One (1 week) **On Going:** - 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 **Focus on:** ELEMENTS - Color PRINCIPLES OF DESIGN - Hue Saturation and intensity - Contrast - Luminosity MATERIALS - Photoshop CS2 software - Computer workstations - Color Laser Printer - 28# Laser paper TECHNIQUES/SKILL - Variety of selection techniques to isolate images - Variety of options for manipulation of images - Variety of options for student interpretation TOOLS - PhotoShop CS 2 ART HISTORY - Art history: Post Modernism (intentionality)	**Project ONE:** **Color Correction**	**Project ONE:** **Learning goal:** **1. Color correction techniques**	*Rubric to be developed*

PROJECT TWO: Cloning and Healing (1 week)	Project Two Foundations:	Project Two Learning goal:	Project Two: Rubric to be developed
On-going: • **Focusing on each tools capabilities/options** PRINCIPLES: • Contrast SUBJECT MATTER • Student selected theme (damaged photo) MATERIALS: • Digital Environment TECHIQUES/SKILLS • Healing damaged areas in a photograph • Cloning from one image to another TOOLS • Spot Healing tool • Healing tool • Patch tool • Clone Stamp tool • Burn tool • Dodge tool Art History • Photography			

PROJECT THREE: Colorizing Grayscale Image (1 week)	Project Three:	Project Three:	Project Three
On-going: SUBJECT MATTER • Grayscale Photograph TECHNIQUE/SKILLS • Use color Blend Modes • Opacity • Selections (Masking) • Painting Tools • Filling with Foreground Color • Using Multiple Layers • Flattening an Image MATERIALS • Digital Environment TOOLS ART HISTORY Photography New art forms due to photography (Freedom)	**I. Foundations:** 1.1 Color **II. Create/Make** 1.2	**Learning goal:** 1.Interpret an emotion in a photograph by self selecting Hue to colorize subject matter and background 2.Students will justify their choice of color based on feedback from teacher and peer review. **Assessment Activity** 1.Colorized grayscale photo with self selected criteria for interpreting emotional context with color 2. Student Self-assessment form listing tools and techniques used in the composition and an artist statement explaining color choices. 3. Project Journal recording revisions based on instructor and peer feedback and rationale for why or why not revisions were made.	*Rubric to be developed*

PROJECT FOUR: Creating with type	Project Four:	Project Four:	Project Four:
On-going: - Beginning use of the create process; generating ideas - Planning and preparing ELEMENTS & PRINCIPLES OF DESIGN - Shape (Type) - Color (emotional Impact of) - Space Pos/ Neg. - Line - Repetition - Balance - Unity - Emphasis - Appropriation SUBJECT MATTER - Creating a visual identity: Business card, Cd, Ad for publication, product design TECHNIQUE/SKILLS - Formatting and text alignment - Modifying text, - Utilizing a template in preparation for post production - Trimming STYLE Graphic art/ logo/typography. MATERIALS - Digital Environment/Examples TOOLS - Layer Styles, styles palette - Custom Shapes - Warping Text	**Foundations** 1.1 Color, line shape (type) space and principles. 1.2 1.3 3.1 **Create and Make** 1.3 **Respond/Critique** 1.2	**Assessment Activities** **Learning goal:** Students will sort logos to create a timeline to demonstrate knowledge of culture/style impacting graphic design. (3.1) Instructor monitored sorting activity 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: What works, what doesn't. (1.1) T-Chart Students justify their choices of placement, contrast, alignment and repetition: what would they change? (1.2) Constructed response 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) Project 4 (Creating with type). 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	*Rubric to be developed*

PROJECT FIVE: Layers/Montage
On-going:
 	
• Theme
 	
• Incubate, focus, explore, evaluate.
 	
ELEMENTS & PRINCIPLES OF DESIGN
    Texture
    Movement
SUBJECT MATTER
 	
• Student selected
TECHNIQUE/SKILLS
 	
• Multiple Layers
 	
• Filters
 	
• Create original Backgrounds
 	
• Clipping Group
 	
• Vignettes
 	
• Creating original gradients
 	
• Text as a design element
STYLES Collage, Montage
 	
ART HISTORY: Picasso, Warhol, Rauschenberg, Shepard Fairey
MATERIALS
 	
    Digital Environment/Examples
TOOLS
	Project Five:
	Foundations
	1.1 texture
	2.1
	Create and Make
	1.1
		Project Five:
		
		Learning goal: The student will:
		Student will use filters to create an original textured background layer to support theme of composition.
		
		Students will integrate the techniques of:
		Original gradient
			Project Five: