Lesson Plan Title: "Exploring Photoshop CS5: Drawing and Photography Exercise"
Teacher: Jennifer Mustachio
Grade: 10-12, MEDIA 2   **Time: 2 days: 45 min periods**   **Date: 2/15/13**

Theme Concept: Students in Media 1 are learning the fundamentals of this editing software. This exercise-orientated approach gives students the opportunity to understand the tools and layers to enhance an image. Students will use an image they find after an Internet search or by taking portraits of themselves with the provided cameras and black backdrop. The final submission must have either a scanned drawing integrated with the photograph or a digital drawing on top of the photograph. Both elements must interact and be related.

Essential Questions:
                    How is drawing on the computer different than drawing on paper?

NJCCC:
          Art: ***CPI #1.3.12.D.2**: Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
          ***CPI #1.3.12.D.3:** Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.

***CPI # 1.4.12.B.2**: Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
***CPI # 1.4.12.B.3**: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Learning Objectives

1. Students will be able to exhibit Photoshop skills by achieving a desired look by selecting appropriate tools and intensity of those tools.
2. Students will integrate a hand-drawn or computer-drawn element with a photograph.
3. Students will learn 1-3 keyboard shortcuts to improve their productivity.
4. Students will successfully retouch an image.
5. Students will discuss their work and the work of others during the critique.

Assessments: Final submission of their image before enhancements and after enhancements.

Adaptations/Modifications for Students w. Learning Disabilities:

-Provide a powerpoint presentation and handouts with steps.
-Have an inspiration board available for students to see past examples.
-Provide ample opportunities to repeat information and instruction.
-Give immediate feedback

Materials & Equipment:

Mac computers, Photoshop software, handouts, internet access, inspiration board with examples, cameras, adapters, Promethean bard, powerpoint

Sequence of Classroom Activities:

DAY 1
1. Introduction to the new project- Begin with powerpoint slideshow.
2. Demonstration- show students what tools would be best to work it (Eraser, pen tool, and edit-undo). Model how to create a "doodling sheet". For students to learn the tools and their capabilities, students will experiment by completing and submitting a "doodling sheet". Students will write the first letter of their name in varying ways using different tools and brushes with varying intensities and sizes. Write down the brush, size, intensity, and all other details of the marks you like so you can use them again.
3. At the end of the class, students should submit their doodling sheet with 20 different kinds of digital sketching and experimenting using the first letter of their name.

DAY 2
1. If students choose to add a digitally drawn element to a photo, they can use their doodling sheet as a reference. If students choose to add a hand drawn element to a photo, they can start drawing on paper to be scanned in later.
2. Scan finished student drawings.
3. Students ready to move forward can find an image online or take a photo themselves with the camera provided in class. They can take a photo of themselves or anything in the classroom.

DAY 3

1. Continue making enhancements, help students as needed. Final submissions can be printed and turned in.

DAY 4: Critique

1. Discuss the "rules" of a critique- constructive criticism, how to word your opinions, and reviewing the method of critiquing (one student will start the discussion, posting a post-it note over an artwork and discussing what they liked and didn't like about it). Each student has 1-2 minutes to discuss his or her views in front of the class, followed by group discussion. Each artwork is allotted 5-7 minutes of discussion.