

Photophobiacs Group



- **Karen Oliveira**
- **Jo-Anne Charette**
- **Timothy Wenson**
- **Larry Brookhart**



Presented by Karen Oliveira

Instructional Design Process



CURRICULUM UNIT:

Graphic Design

using

Photoshop



Presented by Karen Oliveira

Problem



**Art Class asked to make
the cover
of the literary magazine.**




Presented by Karen Oliveira

Learning Theory



Social Constructivism & Vygotsky:

Cognitive development occurs through a sociocultural process involving the development of skill with cultural tools through participation and communication with more skilled partners. This more skilled partner is not necessarily the smartest, but is more skilled in the one domain.




Presented by Karen Oliveira

Learning Theory



Social Constructivism & Vygotsky:

Learning environments should involve guided interaction, permitting learners to reflect on contradiction (assimilation) and to change their conceptions through speech and communication (accommodation).



Presented by Karen Oliveira

Needs Assessment



Normative needs:

Prerequisite: Intro to Paint Course

Comparative needs:

Mixed Group.



Expressed needs:

Based on prior feedback, group work can be difficult for students.



Presented by Karen Oliveira

Throughlines

- 
- 1. Students will be introduced to using Adobe Photoshop and its many tools.**
 - 2. Students will understand the elements needed to create a professional quality graphics project.**
 - 3. Students will be gain knowledge of what goes on behind the screen when printing a color document. This includes color layers, saturation, and tint.**
 - 4. Students will gain a knowledge for life long learning skills.**
- 

Presented by Karen Oliveira

Generative Topics



Generative Topic Features in Magazine Cover Design

The class uses of new Adobe Photoshop technologies enhance the generativity of their layout/design studies because they:

- **Connect artistic covers with color scheme/font evaluation.**
- **Deepen understanding of good picture taking**



Presented by Karen Oliveira


Performances of Understanding



Students will build and demonstrate their understanding of color printing and design by doing the following:

- 1. Lay out a professional-quality page for the cover of the school's literary magazine.**

A professional quality page will have the following elements of good graphic design:

- A. Photographs are clear with good composition, proper color balance, and appropriate to the subject matter.**
- 

Performances of Understanding




Students will build and demonstrate their understanding of color printing and design by doing the following:

- 1. Lay out a professional-quality page for the cover of the school's literary magazine.**

A professional quality page will have the following elements of good graphic design:

B. Fonts are readable, compatible with graphics and illustrations on the page, and color coordinated with the photographs.



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Performances of Understanding



Students will build and demonstrate their understanding of color printing and design by doing the following:

1. Lay out a professional-quality page for the cover of the school's literary magazine.

A professional quality page will have the following elements of good graphic design:

C. Design elements draw the reader into the magazine without distractions.

Performances of Understanding



Students will build and demonstrate their understanding of color printing and design by doing the following:

- 1. Lay out a professional-quality page for the cover of the school's literary magazine.**

A professional quality page will have the following elements of good graphic design:

- D. Cover content and design is thoroughly proof-read and corrections made.**

Performances of Understanding



Students will build and demonstrate their understanding of color printing and design by doing the following:

2. Explore the artistic tools provided by Adobe Photoshop to manage photographs, graphic illustrations, fonts, and page layout.

A. The students will be given a short tutorial in basic Photoshop techniques prior to beginning work on any projects.


Performances of Understanding



Students will build and demonstrate their understanding of color printing and design by doing the following:

2. Explore the artistic tools provided by Adobe Photoshop to manage photographs, graphic illustrations, fonts, and page layout.

B. Each week leading up to the final project (finished cover) will include group (2-3 members) projects emphasizing a certain Photoshop tool or group of tools. For example, masks, layers, paint tools, and filters.



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Performances of Understanding



Students will build and demonstrate their understanding of color printing and design by doing the following:

3. Demonstrate an understanding of color theory and color printing mechanics by separating color layers and adjusting saturation, hues, and tint of graphic elements.



Presented by Karen Oliveira

Understanding Goals




- **Students will learn Photoshop techniques.**
- **Students will learn color theory and some of what goes on behind the scenes in Photoshop.**
- **Students will learn proper design methods.**
- **Students will learn to work cohesively as a unit to create a polished final product.**



Presented by Jo-Anne Charette

Instructional Goals and Objectives



- Students will complete sample images in small groups, working together to create a cohesive finished product.
 - Students will receive ongoing feedback regarding their work, both from peers and teacher.
 - Students will work in groups on each piece of the final project (magazine cover). All students will meet as one group, with the teacher supervising, to merge individual pieces into a polished, complete cover.
- 

Presented by Jo-Anne Charette

Define Learners/Style



Middle School



Grade 8



Ages 12-13



Beginning to Advanced Skill Levels



Already had an Intro to Paint course



Know the basics of TEXT/PICTURES



Difficulties: Digital Divide

Available Teaching Materials



- Photoshop
- Paint tools
- Printers to view mistakes
- Color wheel
- Color keys
- Font catalogs
- Printed samples

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

State of Massachusetts Arts Curriculum:

1.6 Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers.

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors.



Presented by Jo-Anne Charette

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

State of Massachusetts Arts Curriculum:

2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume

4.4 Produce work that shows an understanding of the concept of craftsmanship



Presented by Jo-Anne Charette

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

State of Massachusetts Arts Curriculum:

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

4.8 Create and prepare artwork for group or individual public exhibitions



Presented by Jo-Anne Charette

Learning Standards




The curriculum frameworks/standards addressed in this unit are:

State of Massachusetts Arts Curriculum:

5.5 Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others

Source: <http://www.doe.mass.edu/frameworks/arts/1099.pdf>



Presented by Jo-Anne Charette


Learning Standards



The curriculum frameworks/standards addressed in this unit are:

ISTE-NETS Standards: Science and Technology

E1. Abilities of technological design:

- Identify appropriate problems for technological design.**
 - Design a solution or product.**
 - Implement a proposed design.**
 - Evaluate completed technological designs or products.**
 - Communicate the process of technological design.**
- 

Presented by Jo-Anne Charette

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

ISTE-NETS Standards: Science and Technology


E2. Understanding about science and technology:

Science and technology are reciprocal.

Perfectly designed solutions do not exist.

Technological designs have constraints

Source: <http://cnets.iste.org/currstands/cstands-s58.html>



Presented by Jo-Anne Charette

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

ISTE-NETS Standards: Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.



Presented by Jo-Anne Charette

Learning Standards




The curriculum frameworks/standards addressed in this unit are:

ISTE-NETS Standards: Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.



Presented by Jo-Anne Charette

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

ISTE-NETS Standards: Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.



Presented by Jo-Anne Charette

Learning Standards



The curriculum frameworks/standards addressed in this unit are:

ISTE-NETS Standards: Social Responsibility

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Source: <http://cnets.iste.org/currstands/cstands-il.html>



Presented by Jo-Anne Charette

Photophobiacs



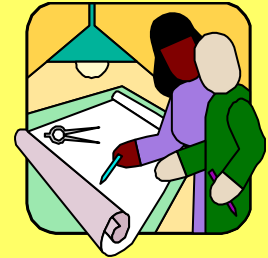
- **Color Theory**
- **Optical Illusions**
- **Primary Colors--Red, Blue, Yellow**
- **Printing Colors-- K, C, M, Y**
- **Monitor Colors-- RGB Screens**



Presented by Larry Brookhart

Printing Tools

- Pantone Color System
- Font Libraries
- Color Keys
- Key Caps
- Color Wheels
- Eyedropper
- Character Sets
- Clip Art Libraries
- Treatments
- KCMY
- FF00FF
- Alignment
- Kerning
- Masking
- Shadows
- Gradient Palettes



Composition

**PARIS
IN THE
THE SPRING**

- Editing
- Spell check
- Thesaurus
- Good Grammar
- Complimentary Colors
- Proper Text Format
- Check for Typos



Composition

**ONCE
IN A
A LIFETIME**

- Elements of Style
- Placement of Objects
- Font Colors
- Masking
- Screening Photos
- Focus of Cover
- Overlapping Images
- Check for Typos



Formative Assessment

- Is the color balanced?
- Does the Pantone color match?
- Are the images in focus?
- Is the artwork clean?
- Did you get the treatments desired?
- Model releases signed?
- Proper paper stock selected?
- Deckled edges or other design details fit in with overall plan?
- Did you check for typos?



Summative Assessment



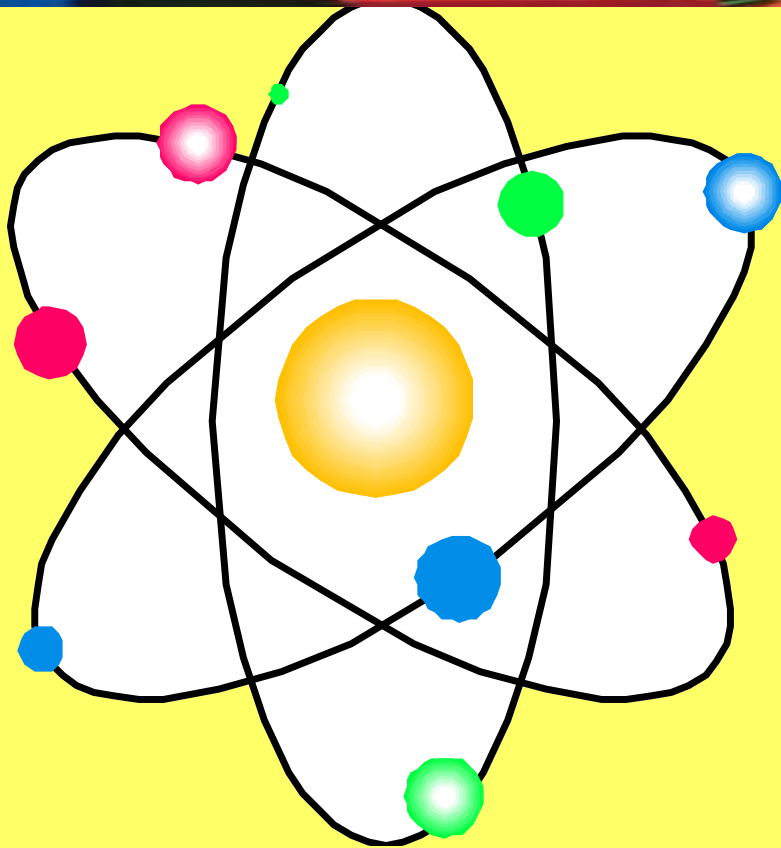
- Releases and permissions in order?
- Clean artwork, graphics, illustrations, photos?
- Did the design elements come together the way you intended?
- Flattering images?
- Is this your best?
- What did you learn to make the next project better?
- Does the final product please you?
- Did you check typos?

Beyond Summative



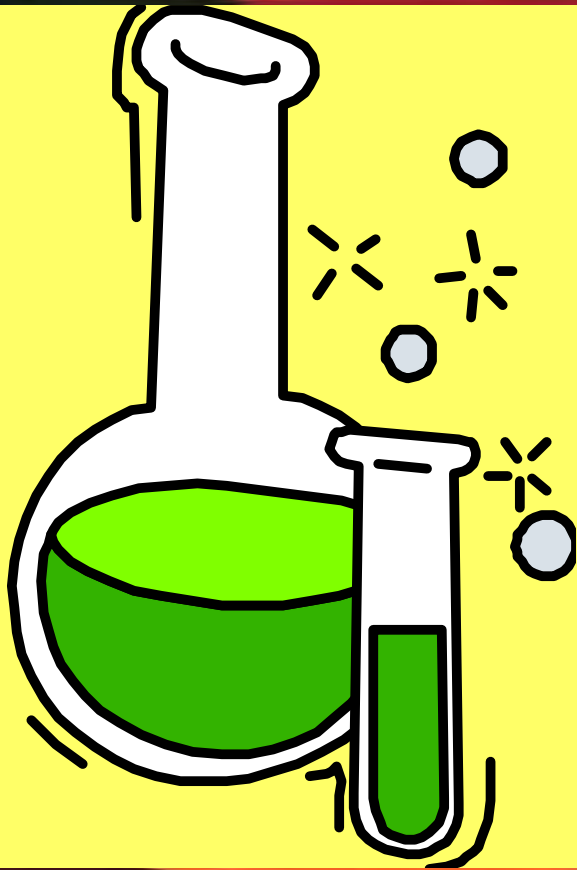
- Does this project stand out?
- Does this project entice you to buy the product or attend the event or read the articles?
- How many flaws slipped through?
- If elements are right--effect should be pleasing or compliment each piece in the overall design. If not, then it's time to troubleshoot, revise, and edit. Then check for typos.

STEM and Printing



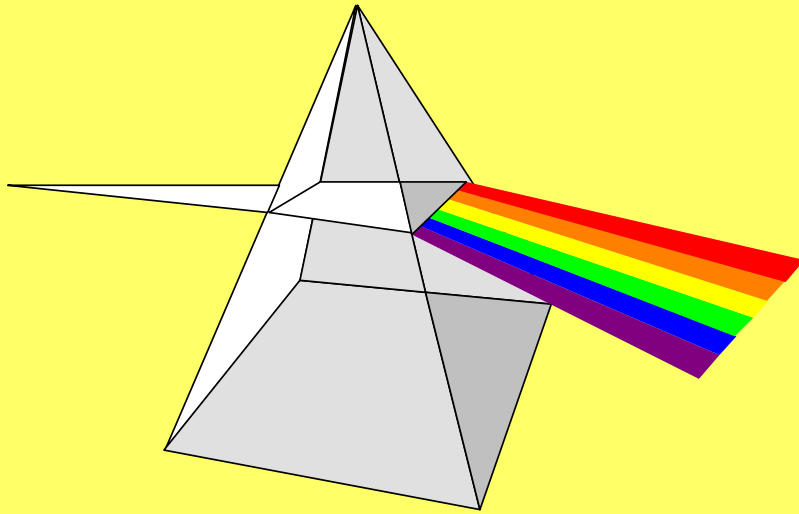
- Science
- Technology
- Engineering
- Math

Science



- Color Theory
- Balance
- Perception
- Screens and Monitors
- Optical Illusions
- Printing Technology

Technology



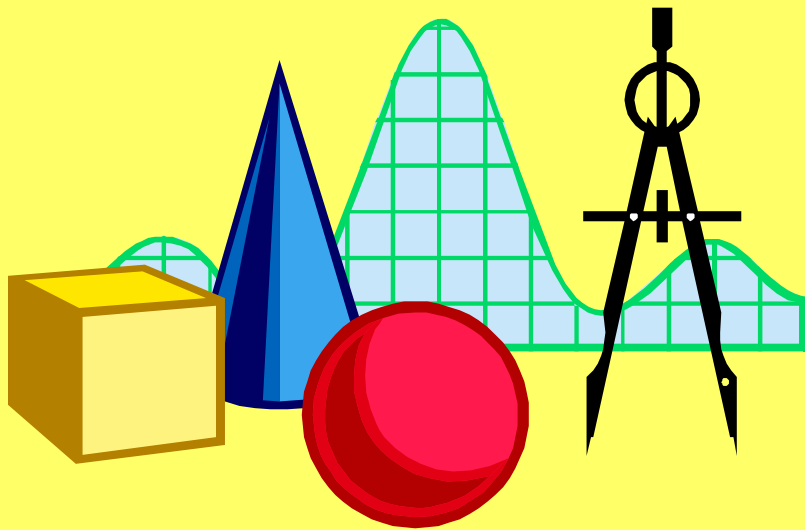
- Printing Tools
- Design Tools
- Treatments
- Screens and Gradients
- Color Palettes
- Paint Tools
- Layout Tools

Engineering



- Layout Design
- Composition
- Direct Eye to Main Subject
- Deliver Message
- Engage Interest

Math




- Color
- Gradients
- Screen Percentages
- Angles
- Compress/Stretch
Photos and Graphics
- Two-tone Color
Themes

Final Assessment



- Evaluation is formative as the project is assembled and tweaked.
- Evaluation is absolutely summative for the final project upon its publication.

Photoshop Elements



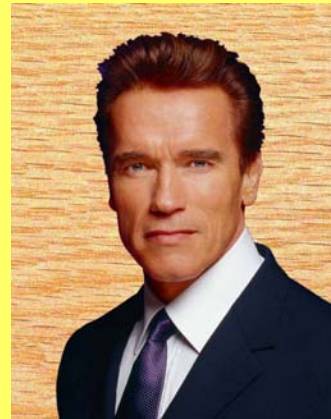
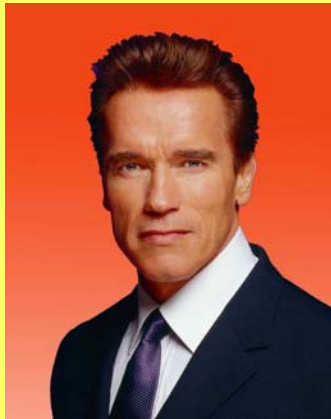
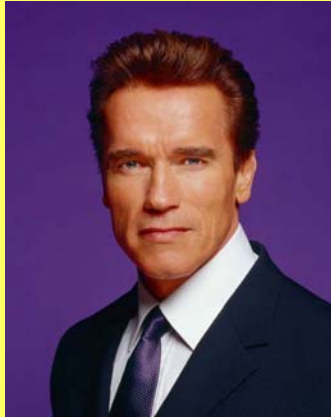
- Students will learn new elements of the Photoshop program each week leading up to the final project
- These include:
 - Masks
 - Layers
 - Filters
 - Paint Tools

Social Constructivism

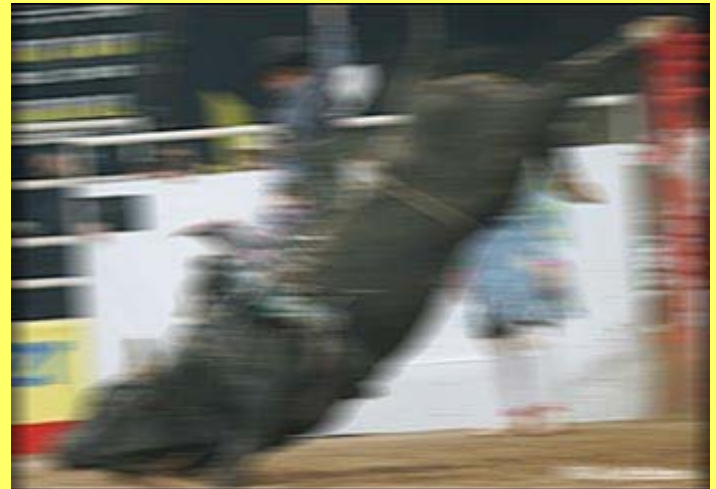


- Constructivist approach allows students to explore capabilities of Photoshop with minimal teacher involvement
- Students will work in small groups to complete finished art work utilizing each Photoshop element
- Projects will merge logos, photographs, and text

Layers and Masks



Filters



Presented by Timothy Wenson

Putting it all Together






**2005 EASTERN WISS
BASEBALL CHAMPIONS**

Sample Rubric

| | Yes | Somewhat | No |
|-----------------------------|-----|----------|----|
| Demonstrated understanding? | | | |
| Used specified tool? | | | |
| Utilized text and images? | | | |
| Showed creativity? | | | |
| Polished finished project? | | | |
| Improved in weak spots? | | | |

Presented by Timothy Wenson

Defense of the Design: Enhances Student's Learning



*By using the following tools:
Paint, Drawing, Layout, Photo Treatment*



- ① *Abstract Thought*
- ② *Creativity*
- ③ *“Real Life” Math Skills*



Presented by Jo-Anne Charette

Defense of the Design:

Supports Teachers

- 
- ☞ *Teachers can use these tools to create their own publications.*
 - ☞ *Students can also help teachers “create.”*
 - ☞ *These tools allow teachers/students to move beyond the “pre-made” templates.*
- 

Presented by Jo-Anne Charette


Defense of the Design:

What would happen with no technology integration?



*A final product can still be produced with NO technology;
however, less room for error!*

ADVANTAGES OF TECHNOLOGY INTEGRATION:

- ➔ Faster!
 - ➔ Better control of elements!
 - ➔ More attractive end product!
 - ➔ Better resolution of images!
- 

Presented by Jo-Anne Charette

Defense of the Design:

What would happen with no technology integration?



*A final product can still be produced with NO technology;
however, less room for error!*

DISADVANTAGE OF TECHNOLOGY INTEGRATION:

➤ Must know your way
around the digital landscape.



Presented by Jo-Anne Charette

Defense of the Design:

Learning/Technology Standards



Technology supports the curriculum (art & ISTE).

✚ *“Real life” Experiences.*

✚ *Raising the quality of the rubrics as they learn.
(Rubrics are part of a life-long learning process.)*



Presented by Jo-Anne Charette

Defense of the Design:

Projected Success or Difficulty



- *Hopefully the kids will be interested and want to continue to learn.*
- *We're giving the kids a framework to get started. Hopefully they can grow and go beyond that.*
- *We're challenging them to do better. It would build upon their skill base. They would use these later on in other courses.*



Presented by Karen Oliveira