PLANNED INSTRUCTION

A PLANNED COURSE FOR:

COMPUTER ART 1

Curriculum writing committee:
Krystine Thompson

Grade Level: 9-12

Date of Board Approval: _____2021_____

Course Weighting: Computer Art 1

Projects (Mastery of skills delineated in the curriculum)	**80%**
Classwork/ Participation (classwork- any and all skills learned leading up to projects, participation- weekly effort and focus in class)	**20%**
Total	**100%**

Curriculum Map

Overview: Through this course, students will learn basic fundamental skills for using an iMac Desktop computer and the use of specific adobe creative cloud software to create original, unique, and creative artworks. Discussions will take place regarding copyright law and digital citizenship throughout the semester. Students will have a variety of technological devices such as cameras and drawing tablets available to help them in creating successful artwork.

Goals: Students will have a sound understanding of an iMac desktop computer and be able to navigate through search engines and computer programs that support their knowledge of the adobe creative cloud programs. Students will become proficient in their knowledge and skill development in Adobe Illustrator and Adobe Photoshop. Students will also have a complete understanding of how to use a digital camera, as well as proper workflow, and project organization. Students will come to understand their role as digital citizens and how that affects their use of images and sources from the web. Students will obtain different troubleshooting skills when encountering issues with the iMac in terms of the network server, application glitches, etc.

Big Ideas: The skills techniques, elements, and principles of the arts can be learned, studied, refined and practiced. Artists use tools and resources as well as their own experiences and skills to create art.

Textbook and Supplemental Resources: iMac Desktop Computers, Adobe Photoshop, Adobe Illustrator, Google Classroom, School Internet/ Network, digital cameras, Wacom tablets

UNIT 1: MAC OPERATING SYSTEM AND DIGITAL CITIZENSHIP
- Standards: 9.1.12H, 9.1.12J, 9.1.12K, 9.3.12A, 9.3.12F

- Anchors: C.IE.1.1, C.IE.3.1

- Eligible Content: Finder application and preferences, workflow and folder organization, desktop navigation, internet usage and network login, copyright and fair use/ appropriation, proper use of a search engine, royalty free resources

Objectives:

The students will:
- Recognize different key aspects of the iMac desktop (DOK Level 1)
- Identify applications and programs on the desktop computer (DOK level 1)
- Organize their desktop into computer art folders for proper workflow and saving procedures (DOK Level 2)
- Assess their individual role as a digital citizen and what it means to take a part in the internet sharing world (DOK level 3)

Core Activities and Corresponding Instructional Methods:
1. Mac For Beginners Introduction
   a. Describe login procedures and set up new passwords if needed
   b. Set up Finder and mouse preferences, explain home directory
   c. Describe network connection and login procedures for the internet, connect to google classroom
   d. Complete Mac for Beginners crossword with follow along PowerPoint
2. Digital Citizenship
   a. Discuss the role of the students as digital citizens and what it means to play a part in the internet world
   b. Understand copyright, fair use, public domain, and appropriation
   c. Identify royalty free sites for use throughout the semester
   d. Take students through the common sense curriculum activities on digital citizenship (1 each day)
      i. The Right Stuff: teaching Kids about Copyright
         1. https://www.commonsense.org/education/articles/the-right-stuff-teaching-kids-about-copyright
      ii. The Four Factors of Fair Use
         1. https://docs.google.com/presentation/d/1jgtgIMX8wryWHoQQp4-9N4MfTndHJEX29C-fVDUhh7Q/edit?usp=sharing

          iii.   What is creative commons and why does it matter?
               1.   https://www.commonsense.org/education/articles/what-is-creative-commons-and-why-does-it-matter

Materials

- Individual Google classrooms
- Mac for Beginners Crossword Puzzle (notes)
- Mac for Beginners PowerPoint
  - https://docs.google.com/presentation/d/1eG2q-eHVbBY6Eyb48a4wKxmMQWe7S4yjG2TQM_12N6E/edit?usp=sharing
- Smartboard
- List of royalty free sites provided on google classroom
- iMac Computers
- https://www.commonsense.org/education/articles/the-right-stuff-teaching-kids-about-copyright
- https://docs.google.com/presentation/d/1jgtgIMX8wryWHoQQp4-9N4MfTndHJEX29C-fVDUhh7Q/edit?usp=sharing
- https://www.commonsense.org/education/articles/what-is-creative-commons-and-why-does-it-matter
- https://www.eff.org/teachingcopyright/lessons#definitions (teacher resource)

Assessments:

- Diagnostic: Q&A on previous knowledge about iMacs
- Formative: Check that students are properly logged on to the computer, teacher observation during note taking, discussion during digital citizenship introduction
- Summative: Completed crossword for classwork grade, teacher checklist to ensure computer properly set up with necessary folders and preferences

Time/Days: +/- 20 days

UNIT 2: ELEMENTS AND PRINCIPLES OF DESIGN

- Standards: 9.1.12A, 9.1.12B, 9.1.12E, 9.1.12H

- Anchors: G.1.1.1, G.1.2.1

- Eligible Content: elements and principles of design, Adobe illustrator tools, fill, stroke, pattern, repetition, balance, tracing, templates

Objectives:

The students will:

- Understand the difference between raster and vector graphics. (DOK Level 1)

- Identify basic tools in Adobe Illustrator and understand how to navigate the program for class assignments(DOK Level 1)
- Use understanding of the elements and principles of art to create engaging artwork (DOK Level 1)
- Show understanding of various illustrator tools and functions through the creation of individualized artwork. (DOK Level 2)
- Create artworks representing multiple elements and principles in art (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

1. Raster and Vector Graphics
   a. Explain the difference in raster and vector graphics through teacher powerpoint and discussion.
   b. Explain the functions of illustrator and how it is a vector program to be used for computer generated artwork.
   c. Discuss some different and common illustrator tools.

2. Simple and Complex Patterns
   a. Identify the adobe illustrator icon on the dock and instruct students to open the program
   b. Explain how to open a new document in adobe illustrator, describe some of the tabs students will see when they begin a new document (Print, web, etc.)
   c. Ask students to open a new 8.5x11 in document, explain to always check their document size is in INCHES not POINTS
   d. Handout worksheet with a diagram of the illustrator toolbar and explain tools to focus on for the first project. Explain illustrator document terminology (artboard, workspace, etc.)
   e. Explain that tools in illustrator with a carrot at the bottom mean there are multiple options, or hidden tools, if you click and hold that specific tool
   f. Show students how to click and hold on the shape tool to see the different options they have available
   g. Have students create shapes with step-by-step direction, explain fill and stroke Ex: Everyone click and hold on the shape tool. Choose an ellipse. Create one ellipse on your artboard. Double click the fill and choose any color you'd like. Double click the stroke and choose a different color. Change the thickness of your stroke by changing the points at the top.
   h. Show and explain the top toolbar for tool presets when going through stroke color choice.
   i. Allow students to experiment with shapes and begin creating groups of 3 shapes together.

j.   Explain stacking order and arrangement. Any shape created first will always be underneath the next shapes created. Illustrator creates stacks and arrangements in the order you draw the objects.

k.   Allow students to develop 3 different groups of a minimum of 3 shapes. Show students how to group their shapes and copy and paste to create a simple pattern choosing one of their groupings.

l.   Show students how to deconstruct their simple pattern, rework it and discuss the proportion of shapes/ scale/ size to create a new complex grouping. Have students create a new pattern from this re-constructed grouping as a complex pattern.

m. Show students how to save as an AI document and PDF. Show students how to submit work to google classroom. Have students submit a simple and complex pattern to google classroom assignment links as PDF files.

n.   Extension- For those who finish early provide instruction on how to use the direct selection tool to manipulate anchor points and create organic shapes. Use the school colors and logos to create school spirit patterns.

3.   Contrast
   a.   Discuss the importance of contrast in artwork and different forms of contrast. Teacher powerpoint can be used here to show examples.
   b.   Discuss different road signs and traffic symbols that show contrast.
   c.   Have students brainstorm for a new symbol they want to create (sketch 3 designs on paper). Explain to think of simplicity, readability, color choice, etc.
   d.   Conference with each student on their proposed ideas before beginning any work on the computer.
   e.   Have students open a new 9x9in document in illustrator.
   f.   Explain how to use the shape tools to create their overall background design shape and outline.
   g.   Show students how to use the pencil to freehand drawings.
   h.   Have students complete a new symbol design and submit to google classroom.

4.   Balance Still Life
   a.   Explain balance in artwork. Discuss symmetry, asymmetry, visual weight, weight with color, etc.
   b.   Show students how to use the pencil tool in illustrator. Have students double click on the pencil tool and discuss its different settings and their meanings.
   c.   Instruct on closed and open paths in illustrator. Reiterate to use closed paths for all tracing work and further explain how to rearrange stacking order within a drawing.
   d.   Allow students to experiment with Wacom tablets and practice drawing their names, and different lines to see if they would prefer to use them in the project rather than the mouse.

e. Use google classroom to provide templates for students to begin tracing. Ask each student to log into the google classroom and show them how to download the same photograph for a template.

f. Ask students to open a new 8.5x11in illustrator document. Instruct them how to place a photograph, make it a template, and create a new layer.
   i. File, Place and choose image. That image will be on its own layer. Double click that layer in the layers palette. Choose template. Go to the layers palette and add a new layer to begin tracing.

g. Allow students to complete 3 tracing practice images before beginning their still life project. Have students submit their classwork tracing examples as one PDF to the google classroom assignment.

h. Show past student examples of completed still lives and have students choose a theme for their balance still life artwork. Students must trace a minimum of 5 objects in their artwork and arrange them in a visually balanced and pleasing way.

i. Students will submit finalized artwork to google classroom.

(Projects in this unit can be varied to cover the different elements and principles of design, as long as the specific illustrator skills are covered (ex: selection, direct selection, shape tool, pencil, creating a template, fill, stroke.)

Materials
- Teacher powerpoints (raster/ vector graphics, contrast, balance)
- Smartboard
- Handout on illustrator tools and basic functions
- Past student examples
- Wacom Tablets
- Royalty free stock image websites (pexels, flickr)
- Adobe Illustrator
- Paper and pencils
- iMac Computers

Assessments:
- Diagnostic: Teacher discussion and introduction on elements and principles in art. Specific discussion and introduction per project (contrast, balance).
- Formative: Constant rotation and teacher observation throughout working class periods. Checking for understanding of specific tools used in illustrator and step-by-step instruction when applicable.
- Summative: Completed projects submitted to google classroom graded through a teacher rubric.

Time/Days: +/- 8-10 days

UNIT 3: MOOD AND EXPRESSION IN ARTWORK

- Standards: 9.1.12A, 9.1.12E, 9.1.12J, 9.3.12A, 9.4.12A

- Anchors: C.IE.1.1, C.IE.3.1

- Eligible Content: color, mood, expressive line, self-portrait

Objectives:

The students will:
- Identify different ways color and line can be used to show emotion and feeling in an artwork through discussion and shown examples from the teacher. (DOK Level 1)
- Show understanding of emotion in their artwork through their individual color and style choices for their portraits (DOK Level 2).
- Decide on an emotion to portray in their mood portrait and take an individual photograph to show that emotion or feeling (DOK Level 2).
- Relate their chosen style of line and color to the emotion or feeling being portrayed in their photograph (DOK Level 2).
- Assess their own classwork examples to decide which portrait style will best fit their overall project idea and design (DOK Level 3).
- Design an engaging mood portrait that will draw in their viewer and give off a specific emotion/ feeling through their color scheme, photograph, and stylization of the portrait (DOK Level 4).
- Self- Assess their own artwork through a given rubric and give explanation to their mood/emotion within their artwork (DOK Level 4).

Core Activities and Corresponding Instructional Methods:
1. Mood Portrait
    a. Introduce students to emotion and feeling in artwork through a teacher powerpoint. Discuss different feelings attributed to color, and line work. Show past student examples.
    b. Have students open the Photobooth application on their computers.
        i. Finder, Applications, Photobooth
    c. Explain what filters students are allowed to use in their portrait. Show students how to use the application and the expected viewpoint of their photograph. Identify any students uncomfortable with taking their photograph and discuss other options individually (celebrity portrait, portrait of a friend or family member, etc.)
    d. Allow students to take their own photograph for their classwork and explain after the examples are complete if they are unhappy with their photo or want to change their emotion/ feeling for the project they may do so.
    e. Have students open a new 8.5x11in document in illustrator, LANDSCAPE layout.
    f. Show students step-by-step how to place their photograph in the document. Many students will do this part incorrectly and try to place the photobooth application within

the document and the program will freeze. Try to identify this early on and help students restart illustrator.

     i.   File, place, scroll to the bottom of the side bar and look for PHOTOS *Do not use pictures (this is when it will freeze*, choose the photobooth application and then choose a photo to place.

g. Have students hold the shift key to resize their portrait to fit on the page. Explain their portrait should fill the artboard and not be a floating head in the center of their page.

h. Review how to create this layer as a template and add a new layer to begin drawing.

i. Go over the portrait style of the day. (Each of the next 4 days will go through a specific portrait style for students to become comfortable with the different ways of styling their work. Examples are not expected to be completed within the class period, but just to serve as a tool for understanding the process of different ways of creating a portrait).

     i.   Classwork 1- Have students watch you as you complete the demonstration on continuous contour line drawing. Show students how to take their pencil and do their best to complete their portrait in the least amount of lines as possible. Explain this portrait is basic in its use of line only, but the important thing is the line to stay continuous. Allow students the class period to work on continuous line portrait examples. Ask students to save their example as "Continuous Contour Portrait".

     ii.   Classwork 2- Closed path portrait. Explain the idea and concept behind a closed path portrait, discussing the breakdown of highlights, midtones, and shadows into shapes on the face. Have students open a new 8.5x11in document and place their same photograph from photobooth into this document. Ask them again to make it a template and add a new layer. Have students complete step-by-step with you. Show students how to create a closed path drawing of their overall face shape and then ask them to complete that task. Explain this is where their mid tone color will be. Have students choose a color scheme (monochromatic). Ask them to double click the fill of the shape they just drew and choose a mid-tone color of whichever color they are going to use for their drawing. Have students watch as you show them how to change the opacity of this shape. Explain the top tool bar where you will have options of lowering the opacity to see through the shape and then be able to draw the other facial features. Focus on highlights next and show students how to draw a highlighted area on their photograph. The stroke will most likely show up empty. Show students that their shape is still there, they just need to select it and fill it in order to see the shape. Show students how to use the selection tool to find the shape. Next show the students the eye dropped tool which will allow them to pick up the mid-tone color they just used and then select a brighter tone for their highlights. Use the eyedropper to click on the mid-tone color shape and then double click the fill to choose their highlight color from the mid-tone. Allow students to complete this on their portraits and then go through the same steps for shadows. Have students stop and explain that as they work they may

have to adjust some of their mid-tone, highlights, and shadows. Show them how to adjust the opacity back up on their shapes to check the progress of their portrait every so often. Give students the period to work on this and have them save it as "Closed Path Portrait".

      iii.   Classwork 3- Expressive Color Portrait. Explain the idea and concept behind an expressive color portrait and its use of line and different paint brushes. Have students open a new 8.5x11in document and place their same photograph from photobooth into this document. Ask them again to make it a template and add a new layer. Demonstrate how to complete a simple contour line drawing of the face with just the pencil. Give the students a few minutes to work on this aspect of the portrait. Once students have a basic contour drawing complete have them stop and listen to the next aspect of using their paintbrush. Ask students to create a new layer which will be their expressive paint layer. Show students the paintbrush tool and the settings on choosing different brush strokes. Explain these paint brush strokes are meant to be used expressively and a little more abstractly. Show them how to move this layer underneath their contour line drawing if they prefer. Allow students the class period to experiment with the paintbrush and complete this example. Have them save it as "Expressive Color Portrait".

      iv.   Classwork 4- Expressive line portrait. Show students examples of expressive line portraits and ask them to complete the same directions as the previous three days to open a new document with their photograph. Explain that this portrait example is focused on the use of color as well as line as a form of expression. Show students examples of jagged lines, squiggly lines, and other forms of line layered together to fill their portraits. This portrait should also focus on line quality. Explain line quality to students (thick or thin line) and how that can add dimension to a portrait. Give students the class period to focus on this type of portrait and ask them to save it as "Expressive Line Portrait".

j.   Give students a full class period to go back into their classwork examples and finish up some of their work or make up any missed styles if absent.

k.   Check each student's 4 classwork examples. These are not being checked for completion but more to see that the students attempted the style and have an understanding of the skills presented. Ask each student which style they will use for their final. Let students know they can combine styles.

l.   Have students begin a brand new final portrait in illustrator. Explain that they are starting new because they can now combine some of their classwork examples and it will also allow them a fresh start to the chosen style they would like. At this time they may also choose a new photograph if they were unhappy with their previous one or want to change their emotion/feeling.

m.   Students will have three full working class periods to complete their portrait. Because of the work they completed on their classwork examples they should not need an

excessive amount of time to complete their portrait. Their classwork examples helped to provide a plan going into their final portrait.

n. Provide students with a rubric to self-assess and grade themselves. Students will submit finalized portraits as PDF files to the google classroom. Files should be saved and named "Final Mood Portrait".

Materials
- Teacher powerpoint on Mood and Emotion in artwork
- Smartboard
- Student examples
- Teacher examples and demo each day through illustrator
- Grading rubric
- Adobe Illustrator
- Photobooth application
- Wacom tablets (if preferred by individual students)
- iMac Computers

Assessments:
- Diagnostic: Discussion on mood and emotion in artwork. Q&A on how color and line can provoke emotion or feeling in an artwork.
- Formative: Check for understanding during classwork demonstrations through each portrait style.
- Summative: Completed mood portrait submitted to google classroom and self-assessed rubric filled out by student.

Time/Days: +/- 10 days

UNIT 4: TEXT ILLUSTRATION
- Standards: 9.1.12A, 9.1.12E, 9.1.12J, 9.3.12A, 9.3.12B

- Anchors: C.IE.1.1, C.IE.3.1

- Eligible Content: font, type, text, illustration, drawing, visual representation

Objectives:

The students will:
- Identify how specific type and manipulations of type will give a certain feeling or emotion to the viewer through discussion and whole group activity (DOK Level 1)
- Construct sketches representing chosen words through hand drawn illustration and type manipulation (DOK Level 2)

- Revise sketches as needed when transferring final idea to the computer to create completed drawing (DOK Level 3)
- Create a final computer generated illustration based on a chosen word using previous knowledge of Adobe Illustrator (DOK Level 4)

Core Activities and Corresponding Instructional Methods:
1. Text Illustration Drawing
   a. Print out text examples of quotes or business names with mismatched type representation. Provide students with two sticky notes each to come up and place on two examples. Have students write whether they think the font style matches the message or business being portrayed and why or why not.
   b. Have a class discussion on the type examples and how font styles affect the way something is read or the way a viewer will portray the message.
   c. Show students examples of type illustrations and explain how the use of font styles will affect their illustration.
   d. Go through different type manipulation step-by-step processes in Adobe Illustrator. Provide a handout of the directions to the students. (Will probably take 2 class periods at least-- better to go through step-by-step as a whole group rather than have students complete individually)
   e. Have students brainstorm three different words they would like to illustrate through a drawing. Have students begin drawing their sketches (At least one full class period for this).
   f. Conference with each student as they finish their sketches to discuss their design options and which illustration they want to do for their final drawing. Discuss the importance of their font style and manipulation as they get into illustrator.
   g. Allow students to scan their drawing if they would like to in order to trace their original work in Illustrator, or begin free-handing in illustrator. Have students create an 8.5x11in document to draw on. Landscape or portrait view is their own choice based on their sketch.
   h. Give students ample working class periods to finish their assignment. If students are not completed with sketches after 2 days, call them up individually to discuss and get them started in illustrator.
   i. Have students submit final projects to google classroom as PDF files.
(Alternate text assignment option- Use a bad yelp review to create an uplifting illustration. https://www.boredpanda.com/one-star-reviews-into-illustrations-national-parks-amber-share/?utm_source=google&utm_medium=organic&utm_campaign=organic)

Materials
- Teacher example cards for type examples
- Post-it notes
- Step-by-step type manipulation instructions
- Student examples

- Teacher sketch examples
- Digital Scanners
- Wacom tablets
- Adobe Illustrator
- iMac Computers

Assessments:
- Diagnostic: Class discussion and group activity involving type examples and messages being portrayed with font styles.
- Formative: Check on each student through step-by-step type manipulation directions. Individual conferences with each student regarding illustration sketches and project ideas.
- Summative: Completed illustration project submitted to google classroom as a PDF file.

Time/Days: +/- 35 days

UNIT 5: PHOTOSHOP MANIPULATION
- Standards: 9.1.12A, 9.1.12C, 9.1.12J, 9.2.12L,

- Anchors: C.IE.1.1, C.IE.3.1

- Eligible Content: Selection tools, Photoshop, layer mask, blending tools, photo manipulation, digital citizenship, copyright,

Objectives:

The students will:
- Identify royalty free image sites to be used in obtaining imagery to be used for Photoshop manipulation and blending of various images together (DOK Level 1)
- Recognize their individual role as a digital citizen and what it means to be part of the internet world as it relates to artwork and creating (DOK Level 1)
- Understand various selection tools within Photoshop and when it is the best time to use them through their various assignments (DOK Level 1)
- Modify copyright free images to create new and engaging individual artworks (DOK Level 2)
- Create new computer generated photographic work using a variety of Photoshop manipulation tools and editing techniques discussed and presented (DOK Level 4)

Core Activities and Corresponding Instructional Methods:
1. Elements and Principles Poster Design
   a. Review the elements and principles of art with the students and explain that they will now be looking at them through photography.

b. Show students a Google Slides presentation of the elements and principles of art through photographs.

c. Provide students with an example of the project. Explain that students will be blending their own photographs together to create a poster design.

d. Show students how to create a new Photography folder within their computer art 1 home directory folder and then an elements and principles folder within that.

e. Take students outside to begin photographing the elements and principles. Show students how to connect their cameras to the computer and upload their work into the correct elements and principles folder. Assign 3 elements/ principles to photograph each day.

f. Have students open Photoshop and create a new 11x17in document.
   i. Click Photoshop icon, top toolbar, File→ new→ On the side manually type in 11in by 17in for width and height. Make sure the document is in Portrait Style. Then click create.

g. Have students import two of their elements photographs from their saved folder.
   i. Students can choose their image from the elements and principles folder and drag and drop it into photoshop. If that does not work, have students go into Photoshop, File, Open, and choose the two images. You can then unlock the layer and drag and drop it to the empty poster tab (new blank document).

h. Demonstrate how to create a layer mask and blend these two photographs together.
   i. Have students place their two photographs next to one another and make sure there is overlap. One can be larger than the other or they can be the same size but there must be overlap for the layer mask to work properly.
   ii. Have students continue to layer mask individual photographs into their new post design.

i. Demonstrate how to incorporate a title on their poster using the text tool in Photoshop and also show how to label each photograph accordingly.
   i. Go through the different type toolbar extensions with the class and explain how to change font style, color, and size.

j. Have students finish their posters with the appropriate labels and save as a JPEG image. Submit the JPEG image to google classroom for a grade.

2. Review of Digital Citizenship

a. Review the concepts and role of the students individually as digital citizens and what that means.

b. Explain the use of copyright free images and how certain sites are only allowed to be used. Reiterate to stay away from a basic google image search and use the provided links to royalty free image websites.

c. Provide detailed examples of breaking copyright law and examples of following the copyright rules.

3. Create a new animal species

a. Students will learn about hybridity and the positive and negative aspects of combining genes.

b. Students will research a subtopic based on genetic hybridity that will be the basis for their project (combining and creating a new hybrid animal/ plant/ species based on their research).

c. Have students use royalty free stock image sites to obtain photographs for their work.

d. Show students how to bring their photographs together into photoshop building on their layer masking skills from the previous lesson.

e. Discuss the different environmental aspects of their new creation and where they will be placed. Show students how their environmental images can be incorporated together through the use of layer masking as well.

f. Have students complete a full background merging environments through selections and layer masking.

g. Students will submit a completed JPEG image to the google classroom.

h. https://theartofeducation.edu/flex/lesson-plans/the-future-of-genetics/

4. I Spy (spot the difference in the photo)

a. Present the students with a laminated handout/ fun worksheet of can you spot the differences in the photos represented. Have students work together and circle differences using whiteboard markers. Go through the answers together using the smartboard to call students up to circle differences in the photos.

i. https://www.rd.com/funny-stuff/spot-the-difference/

ii. https://www.apost.com/en/blog/spot-the-difference-challenge-1/3326/

b. Explain that students will be creating their own, I spy type images. Students will compile a still life inspired set up to create a side by side image comparison of at least 6-8 differences in each photo.

c. Show students examples of flat lay photography and how to set up a flat lay still life. Students must compile their own still life setup of at least 10 objects for their image.

d. Students will use the class cameras or a personal device to take their photographs.

e. Show students how to use photoshop selection tools to copy and paste specific details and add subtle differences within their photographs to trick the viewer.

i. Lasso tool, quick selection tool, clone stamp, layer mask

ii. Provide students with a description sheet of the different selection tools

f. Show students how to open a new, blank Photoshop document and place their two images side by side on the same page.

g. Students will complete a side by side comparison as well as an answer key and submit their JPEG files to google classroom.

5. Digital Mandalas

a. Introduce the Mandala and its background to students through a google slides presentation. Discuss the importance of color, symmetry, and design elements that are taken into account when creating a Mandala. Provide notes for the students to fill out.

b. Allow students to reflect on their own personality traits and what type of person they are. Have students complete a colored mandala of their choosing based on the colors that represent their personality (color meanings provided in notes and google slides).

c. Discuss the creation of a digital mandala using times of tradition or celebration as inspiration for the student's artwork. Students will be able to use royalty free images as well as a mix of their own photographs. Give students time to think of their inspiration for their project and begin to obtain their images.

d. Open photoshop and download the template on google classroom. Begin to create a classwork mandala based on a season (winter, spring, fall, or summer) as a whole class. Go through step-by-step directions and provide handouts of these directions as well. Check with each student for understanding and completion of steps before moving on. Have students complete 2 more examples on their own.

e. Show students how to layer their mandalas together and create a background for their classwork. Students will submit classwork to google classroom for a grade to check for understanding of the lesson.

f. Have students begin their project mandala based on their tradition or celebration that they have chosen. Assist students in the different steps and check for completion. Students will need to have a total of 5 digital mandalas created. They can layer and design the mandalas however they would like.

   i. Extension- Have students create their own coloring page mandala in Adobe Illustrator using shape, and line tools.

g. Students will submit their finished mandalas to the google classroom as a JPEG file.

6. Double Exposure Self Portraits

a. Use the google slides to introduce the topic of double exposure images. Show students different artists' work and discuss overlaying images to create a unique artwork.

b. Work with the students to create a step-by-step classwork example. Students will submit this for a classwork grade to be checked for understanding of the skills required.

c. Discuss mood and emotion in artwork and refer back to students' adobe illustrator mood portraits.

d. Have students use their personal device or the photobooth application on the iMac to take three self-portraits showing a specific mood or emotion.

e. Have students refer back to the step-by-step instruction provided in google slides to assist them in their work.

f. Discuss the importance of the second image they choose to overlay onto their portrait and how it can enhance their mood or emotion they're hoping to portray.

g. Create a class google slides and have students submit their three portraits on one slide each with an accompanying artist's statement.

7. Forced Perspective

a. Students will be shown examples of surrealism. Discuss how surrealism can represent unrealistic and dream like environments.

b. Present students with examples of forced perspective photographs and explain how they can tie into the idea of surrealism.

c. Have students use the class cameras and work in groups with different classroom props to test out different forced perspective photographs. Show students YouTube videos and tutorials on setting up a forced perspective photo.

d. Discuss the aspect of spacing and proportion before beginning photographing.
e. Show students how to import photographs onto the computer using the cameras and a USB cord.
f. Show students examples of previous forced perspective photographs placed together to create surrealistic compositions.
g. Review how to use Photoshop selection tools to select themselves or their partners in the forced perspective scenario and place themselves in a new environment.
h. Explain that they must use layer masking and selection tools to add 5 additional photographs into their scene to create a surrealistic environment.
i. Have students save the final image as a JPEG and submit the completed file to google classroom.

Materials
- Digital citizenship review google slides/ worksheet
- Photoshop
- Elements and Principles Photography google slides
- Genetics Hybridity Google Slides
- Royalty Free Stock image websites
- Laminated "Spot the differences" Sheets
- Whiteboard markers
- Surrealism Google Slides
- Forced Perspective Examples
- Double Exposure Slides
- Cameras
- USB Cords
- Links
  - https://theartofeducation.edu/flex/lesson-plans/the-future-of-genetics/
  - https://www.rd.com/funny-stuff/spot-the-difference/
  - https://www.apost.com/en/blog/spot-the-difference-challenge-1/3326/
  - https://docs.google.com/presentation/d/1Z8v8UpVyB2KjemFCLYdEw3AbQbuMY_m_Axxg2mwa7Bk/edit?usp=sharing
  - https://docs.google.com/presentation/d/1DXTB4dHaqaWqx0XXzm3MknLecoEopriBIfxYRtSM4RI/edit?usp=sharing

Assessments:
- Diagnostic: Class discussion and teacher introduction throughout each specific topic. Group activities and review of previously learned material.
- Formative: Check on student understanding throughout lessons with teacher rotation and observation, step-by-step direction, mid-point critiques or work in progress conferences.
- Summative: Completed projects saved as JPEG images and submitted to the google classroom graded by a teacher developed rubric.

Time/Days: +/- 5 days

UNIT 5: ONLINE PORTFOLIO
- Standards: 9.1.12B, 9.1.12E, 9.1.12J, 9.2.12L

- Anchors: C.IE.1.1, C.IE.3.1

- Eligible Content: digital portfolio, reflection on work, artist statement, process of creating, personal work, culmination of work, skills learned, work created

Objectives:

The students will:
- Identify their best artworks from the semester to be represented in a final digital portfolio (DOK Level 1)
- Collect their digital artwork and display it in an organized manner through their chosen website design (DOK level 2).
- Summarize the skills learned in each chosen project and their reason for choosing the specific artwork to be included within their portfolio (DOK Level 2).
- Create an online digital portfolio using a free website creator to showcase their hard work and culmination of the semester (DOK Level 4).

Core Activities and Corresponding Instructional Methods:
1. Digital Portfolio
   a. Introduce students to the idea of a digital portfolio. Discuss the importance of having a digital portfolio and why someone would want/ need one. Write down ideas from students on why this may be important.
   b. Introduce students to weebly.com (free website server), and Adobe Spark (also free portfolio creator). Allow students to create a mock site on either server to determine which they think they like better. Explain the difference in the two sites and how that may affect the creation of their portfolio.
   c. Ask students to look back at their previous work and pick their best 8-10 pieces from the semester. Have students begin using their chosen website creator (Weebly or Adobe Spark) to put together their portfolio. Show students finished past examples and explain they must have an accompanying description of what the project was and the skills learned through the project.
   d. Students will complete a full digital portfolio and submit their link to the google classroom. If time allows, students will partner up and present their portfolios to their partner to share one another's work.

Assessments:
- Diagnostic: Class discussion and teacher introduction on digital portfolios.
- Formative: Check that students have successfully created an account with weebly or adobe spark to begin their portfolio design. Trouble-shoot any login issues for the recommended sites.

- Summative: Completed digital portfolio submitted with a link to the google classroom.