

Emily Valenza

UNIT TITLE:

LESSON TITLE: Introduction to Photoshop- Appropriated Portraits

GRADE LEVEL: 4 NUMBER OF STUDENTS: 9

LESSON RATIONALE

In this lesson, students will begin to learn how to use Adobe Photoshop CS, which will be used for more complex future projects. Students will have an orientation to the program, and a period for guided exploration, in which they will incorporate their own face into a famous portrait painting, with the intent of making the addition look seamless. The skills of opening an image, zooming-in, cropping, using filters and color adjustment will be important building blocks for subsequent computer projects.

GOALS AND STANDARDS

NA-VA.K-4.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES: Students describe how different materials, techniques, and processes cause different responses

NA-VA.K-4.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES: Students know that the visual arts have both a history and specific relationships to various cultures

NA-VA.K-4.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS: Students understand there are various purposes for creating works of visual art

LEARNER OUTCOMES

What will students learn through this lesson? What specific knowledge, skills, and/or attitudes should students gain or develop through this lesson?

The students will learn how to open, save and resize documents of varying resolution in Adobe Photoshop.

The students will develop a portrait of themselves integrated into a famous painting.

The students will experiment with filters, color balance, brightness and contrast to make their image match the tones and texture of the selected painting.

MATERIALS NEEDED FOR LESSON

A. TEACHER MATERIALS

Sample image to demonstrate procedure for students

Projector to display demonstration easily and clearly for students

Project handout for students with steps to the process clearly written

Digital camera to take student's pictures

Stock master paintings

B. STUDENT MATERIALS

Computer with Adobe Photoshop
Stock image of Ancillae to use for the project
Individual student folders to save work in

C. MATERIALS FOR SPECIAL NEEDS STUDENTS

Project handout- so students may refer back to each step in the process
Large track-ball mouse for students who have difficulty with fine motor coordination

LESSON PROCEDURES

A. STARTING THE LESSON

Students will sit at their computers and go through a guided tutorial of Adobe Photoshop, learning how to open a document, resize it, and practice changing the brightness, contrast, hue and saturation.

B. BEHAVIORAL EXPECTATIONS

Students will follow the demonstration, giving feedback when asked to participate, and repeat the process on their own computers.

C. ORGANIZER

Students will follow the sequence of steps described in both the demonstration and explained on their individual project worksheets. Directions and goals will also be posted on the computer lab display board.

D. LESSON SEQUENCE

TIME	TEACHER ACTION	STUDENT ACTION
10 minutes	Introduce lesson- show example finished portrait, then ask students to discuss what it might mean to put yourself into a famous painting. Show examples of artists who appropriate famous images, Cindy Sherman, Yasumasa Morimura, Marcel Duchamp etc.	Students will follow along with the introduction and discuss the reproductions presented.
10 minutes	Discuss Photoshop procedures, explain task for this lesson. Recreate the example image for the students, using a teacher's image and a master painting.	Students will follow the demonstration on the screen, and ask questions when prompted.
5 minutes	Help students find the photo folder and pick the	Students will choose a painting to create their

	photo they want to use.	portrait with.
20 minutes	Circulate and take digital images of students making sure to mimic the head position in the painting chosen.	Students will share their image with the teacher and decide on a head position for their portrait.
5 minutes	Direct students to save their chosen painting in their own student folder for the next week when they will complete the project.	Students will save their chosen image in their individual student folder.
Day 2	Give students their digital images (pre-resized and saved by teacher) Circulate and help students work with their projects.	Students will take their chosen image and their digital photo and combine to create their appropriated portrait

a. CLOSURE OF THE LESSON

Students will print their images, and discuss the process in a group. Students will explain what tools they used to create the effects needed to blend their image with that of the painting.

b. TRANSITION TO NEXT LESSON

Students will use these tools in order to progress and create a photo-collage, in which they work more closely with layers in Adobe Photoshop.

II. ASSESSMENT OF STUDENT LEARNING

The students will successfully open, save and resize documents of varying resolution in Adobe Photoshop.

The students will develop a portrait of themselves integrated seamlessly into a famous painting.

The students' work will be evident that they did experiment with filters, color balance, brightness and contrast to make their image match the tones and texture of the selected painting.

III. EVALUATION OF LESSON AND LEARNING ACTIVITIES

Evaluate the success of the lesson through the resultant portraits, as well as the ease of use for the students, and student feedback during discussions.

IV. REFERENCES

www.artchive.com

V. NOTES/ IDEAS FOR SUBSEQUENT LESSONS