

Teacher: Emily Valenza  
Grade Level: 10<sup>th</sup>-12<sup>th</sup>

Length of Lesson: 1 lesson @ 55min

Lesson Title: Photo-Morph Experiment

*Lesson Overview:*

Students will take a digital photo of themselves and a friend, manipulate them using photoshop, and morph their face gradually into their friend's face in 6 steps.

*Objectives to be met (behavioral, cognitive, and/or affective)*

- 1. Students will take frontal portraits of their friends in a pair to use in the morph assignment.
- 2. Students will use layers, blending modes and filters to morph one face into the other, creating 6 gradually changing faces, taking notes on the steps they took to achieve their final products.
- 3. Students will create an interesting composition to present their morphed portraits to complete the assignment.

| Teacher Materials  | Student Materials  |
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| Finished demo<br>2 example portraits<br>Computer with Adobe Photoshop<br>Assignment handout sheets with instructions | Digital cameras<br>Zip disks<br>Photo-print paper<br>Color printer<br>Computers with Adobe Photoshop |

*Identified Standards and Essential Questions:*

9.1.12.H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

9.1.12.K Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.3.12.C Apply systems of classification for interpreting works in the arts and forming a critical response.

How can photoshop be used to alter images in a purposeful way?

How much does the user contribute when using a program like photoshop?

| Time   | Teacher Action   | Student Action  |
|--------|--|---|
| 15 min | Introduce lesson by displaying demo example. Ask students how they might go about combining two pictures together so that one gradually becomes the other picture. | Students will watch the demo as an example is constructed on the computer screen. Students will read along in their Photo-morph handout so they will understand the directions when they create the morphed |

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|              | <p>Show some examples of how this might be done in Adobe Photoshop, include a discussion on layers, blending modes, and using tools selectively, rather than an all-over filter effect.</p> <p>Before students begin, show them an example of how to take a portrait with the digital camera that will be successful in this project- ie: frontal face, close shot, clear, plain background.</p> | <p>portraits on their own.</p>   |
| 10 min       | <p>Circulate among students helping them with using digital cameras and uploading them to the computers.</p>   | <p>Students will take a digital photo of their partners, and work on their portraits after they have each saved both portraits to disk. Students will adjust both images until they are the same scale and have deleted the background from the photo.</p>   |
| 25 min       | <p>Circulate among students aiding with printing and computer issues.</p>  | <p>Students will begin their layout for the morph using both their photograph and their partner's. Students will refer back to the Photo-morph assignment handout for specific guidance with layout, tools and sizing.</p> <p>Students should create their own unique composition using 6 gradually changing faces on their paper. The design of the final product is up to each individual student.</p> |
| Critique Day | <p>Guide students in a critique of the work, discussing the challenges as well as the creative solutions to the photo-morph assignment.</p>  | <p>Students will display their work and discuss whether the images they created were successful and give their peers advice on things to change in order to make their morph more effective.</p>   |

*Assessment Evidence:*

Students will work cooperatively with a partner to take digital photos of each other, upload them onto their computers, and save them to disk.

Students will present a list of the tools and effects that they used in order to create their morph assignment

Students will print a final copy of their morph composition to display their work, as well as practice with resizing an image and using the correct printer settings.

*Grading Rubric for Photo-Morph Lesson:*

|  | Above Expectations (√+)   | Meets Expectations (√)   | Below Expectations (√-)  |
|--|---|--|--|
| <p>Photoshop Notes</p> <p><i>30 points</i></p> | <p>Student has taken complete and clear notes on the steps that they took to create their assignment. Presentation is neat and attention is paid to the details of their actions.</p> | <p>Student takes notes on the general actions they took to complete their assignment. Some detail included.</p>      | <p>Little to no description on the steps taken to create the photo-morph assignment.</p>   |
| <p>Final Product</p> <p><i>40 points</i></p>   | <p>Final morph is neatly done, with 6 gradual steps, and composed in an interesting and aesthetically pleasing manner. Effort to make the morph page unique is evident.</p>           | <p>Final morph is complete, with 6 steps, composed in a neat manner. Effort to create gradual change is evident.</p> | <p>Final morph is poorly composed. Effort to create gradual change between 6 images is not evident.</p>                            |
| <p>Overall Effort</p> <p><i>30 points</i></p>  | <p>Notes, final product and presentation are all clear, show evidence of attention to detail and to the directions of the</p>   | <p>Notes, final product and presentation are all clear, all parameters of the assignment have been filled.</p>       | <p>Assignment incomplete, with little effort evident from either the final product or the notes. Poor presentation with little</p> |

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|  | assignment. |  | attention to<br>the<br>assignment. |
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