

Lesson Title:	Subject:	Grade(s):
Photoshop - Additional Tools + Magazine Cover Assignment	Digital Media (Design)	8-12
Name:	Date:	Lesson #
		3.3

Rationale:
(lesson context and reasons why lesson matters)
These additional tools will be helpful and necessary for future projects as we progress through the Photoshop Unit.

Curriculum Connections : https://curriculum.gov.bc.ca
Core Competency
Creative Thinking
Curricular Competency
<ul style="list-style-type: none"> - Choose, Adapt, and if necessary learn more about appropriate tools and technologies to use for tasks - Identify and apply sources of inspiration and information - Choose an appropriate form, scale and level of detail for prototyping, and plan procedures for prototyping multiple ideas - Establish a point of view for a chosen design opportunity
Content:
<ul style="list-style-type: none"> - Design Opportunities - Graphic design through various stages of project - Use of typography to communicate a message or idea

Learning Intentions	Activity	Assessment
Students will be able to:		

<p>Know additional tools needed to future projects in relation to Adobe Photoshop CS</p> <p>Choose a theme or idea, draw inspiration from this idea, and recreate an original concept from that idea.</p>	<p>Practice Photoshop tools such adding filters to images and applying layer masks to them</p> <p>Explore Behance.net to better understand typography, design and theme.</p> <p>Beginning the 'Magazine Project'</p>	<p>Formative: Students are able to locate and use both the patch and clone tools, as well as the text tool.</p> <p>Summative: Completion of the Magazine Cover (Not to be finished in one day!)</p>
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<p>Prerequisite Concepts and Skills:</p>
<p>For student success</p>
<p>N/A</p>

<p>Materials and Resources with References/Sources:</p>	
<p>For Teacher</p>	<p>For Students</p>
<p>Adobe Photoshop</p> <p>Projector w/ Screen</p> <p>Computer</p> <p>A picture of pumpkins in a pumpkin patch</p> <p>A small selection of images pertaining to Magazine covers via Behance.net (Or have students search them up themselves)</p> <p>Magazine Cover + AR Assignment & Rubric</p>	<p>Computer</p> <p>Adobe Photoshop</p>

<p>Differentiated Instruction (DI):</p>
<p>Accommodations</p>

Students don't need to focus on all the tools they're working on. Just get students who are struggling to focus not on all the tools, but rather, just one tool. This way, they're comfortable knowing how to use one, or two of the tools mentioned.

Students who are struggling with the Magazine Cover Assignment, allow them to use direct quotes or recreate a similar magazine using similar fonts, content and pictures.

Organizational/Management Strategies:

Anything special to consider?

It's ideal to have a projector facing the direction where all students have access to see / view
Be sure to scan the room and check on students progress throughout the lesson to ensure all students are understanding the concepts discussed

Possible Aboriginal Connections / First Peoples Principles of Learning

http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

As per First Peoples Principles of Learning

- Learning involves patience and time

Lesson Activities

Teacher Activities	Student Activities	Pacing
Introduction		
<p>Teacher prepares Adobe Photoshop, projector and screen for the subsequent lesson.</p> <p>Teacher takes attendance, and prepares the class for the lesson.</p>	<p>Students come into class prepared to learn. Log into computers.</p> <p><i>Students may also be engaged in morning computer exercise including practicing typing, or practicing coding.</i></p>	5-10 mins
Body		
<p>Teacher begins the class by asking them to download a picture of a pumpkin patch that was provided to them, and open it in Adobe Photoshop.</p>	<p>Students will download the image provided to them from the teacher and open it on Photoshop</p>	5 mins

<p>Once the teacher has verified that all students have the picture of the pumpkin patch their screen, teacher will demonstrate the following tools:</p> <ol style="list-style-type: none"> 1) Adjustment Layer <ol style="list-style-type: none"> a) Applying adjustments such as Black and White to an image b) Adding a layer mask to an adjustment layer 2) Camera Raw Filter <ol style="list-style-type: none"> a) Filter → Camera Raw Filter <p>Teacher will ask students to attempt to use the following tools. Teacher will roam around the class and ensure that students are working on practicing these tools.</p> <p>Teacher will stop the students practicing, and will ask students to behance.net and search "Magazine Cover"</p> <p>Teacher will ask students to turn to their partner and between the two of them, choose one magazine cover they both like/ agree on and once chosen, discuss the following:</p> <ol style="list-style-type: none"> 1) What are some general magazine themes we're seeing? <ol style="list-style-type: none"> a) How do you know it's a theme? 2) How does the use of fonts help support the theme you're noticing? 3) What sort of images are you noticing? <ol style="list-style-type: none"> a) How are shapes used (not used) in magazine covers? 	<p>Students will watch and listen as the teacher demonstrates the tools.</p> <p>Students will practice the tools demonstrated to the best of their ability, asking questions when getting stuck.</p> <p>Students will stop working on their pumpkin image to open Behance.net and search 'Magazine Cover'.</p> <p>Students will go to Behance.net and search Magazine Cover. Working in pairs (or independently) students will discuss the provided questions amongst themselves.</p>	<p>10-15 mins</p> <p>10-20 mins</p> <p><3 mins</p> <p>10-15 mins</p>
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<p>4) How is colour being used to grab your attention?</p> <p>Once students have had enough time to pick a cover and discuss the following questions, teacher will go through each of the questions calling to groups or asking them to raise their hands to discuss what their pairs discussed.</p> <p>Once each of the questions have been discussed, teacher will then ask students to have a look at the 'Magazine Cover Assignment', and will go through the assignment with them:</p> <ol style="list-style-type: none"> 1) Photoshop Canvas Size: 8.5"x11" (Standard US Letter) 2) An continuous theme 3) Rubric 4) "Must Haves" 5) Incorporate AR <p>Teacher will field any additional questions from students, and suggest that students consider using similar themed magazines as inspiration to get started on their own.</p> <p>Teachers will observe and assist students who are struggling to choose a magazine theme or idea.</p>	<p>Students will raise hands and discuss the questions and explain the conversation that was had amongst each pair.</p> <p>Students will listen to the teacher go over their first project based assignment.</p> <p>Students will ask any additional questions if necessary.</p> <p>Students will begin working on their magazine cover.</p>	<p>10-15 mins</p> <p>20-30 mins</p> <p><5 mins</p> <p>10+ mins</p>
<p>Closure</p>		
<p>Before the end of class, Teacher will ask students to log off computers and will explain what they're doing in the next lesson: Working on their Magazine Cover Assignment</p>	<p>Students will save any work they've added to their 'Magazine Cover Assignment'. Log off the computer and head to the next class.</p>	<p><5 mins</p>

Post-Lesson Reflections: