Lesson Title:	Subject:	Grade(s):
Photoshop - Looping AR Sequence	Digital Media (Design)	8-12
Name:	Date:	Lesson #
		4.1

Rationale:
(lesson context and reasons why lesson matters)
Students have had a few days to work on their Magazine Cover Assignments, and the time is now to submit this. This will help students learn how to get a completed assignment (such as a Magazine Cover) into Adobe Aero, and a creative way to share their creation in AR for others to see.

Curriculum Connections : https://curriculum.gov.bc.ca
Core Competency
Creative Thinking

Communicating |
| Curricular Competency |
| - Share progress while creating to increase opportunities for feedback
- Decide on how and with whom to share or promote product, creativity, and if applicable, intellectual property
- Critically reflect on their design thinking and processes, and identify new design goals. |
| Content: |
| - Design Opportunities
- Media technologies for image development and design
- Technical, Stylistic, Symbolic, and cultural influences |

Learning Intentions	Activity	Assessment
Students will be able to:		

Able to create a .png zipped folder, import it into AR and create a looping sequence to allow 3+ images to change and loop on demand. This looping sequence will be used in addition to their next project.	Take three images (or create three images) in Photoshop and save them as .png's. Create a .zip folder (or compressed folder) of those .png's and import it into Adobe Aero where a looping sequence will be made.	Formative: Students are able to create a looping sequence in Adobe Aero.

Prerequisite Concepts and Skills:
For student success
Understand the basics of Adobe Aero

Materials and Resources with References/Sources:	
For Teacher	For Students
Adobe Photoshop Projector w/ Screen Computer Set of Instructions for Looping - Looping Resource Have three images ready to be used as a demonstration for zipping folders Apple Mobile Device (iPhone / iPad) Adobe Aero (software) Email	Computer Adobe Photoshop Apple Mobile Device (iPhone / iPad) Adobe Aero (software) Email

Differentiated Instruction (DI):

Accommodations

Students may wish to go into great detail with their designs, or have a funny or creative route. It's not imperative that students have three images, but a minimum of two images that can be looped will be the best.

Students may wish to work together to complete this one task if working independently is proving difficult.

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

** This lesson may need to be broken up over two days depending on the slowness / technical issues that may arise **

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		
Teacher prepares Adobe Photoshop, projector and screen for the subsequent lesson. Teacher takes attendance, and prepares the class for the lesson.	Students come into class prepared to learn. Log into computers. *Students may also be engaged in morning computer exercise including practicing typing, or practicing coding.*	5-10 mins
Body		

Teacher will explain the goal of the class: 1) To create a looping sequence in Adobe Aero	Students will listen to the goal of the class.	<5 mins
Teacher will show the provided link to the students and explain to them what the end goal of the class (or classes) will be: - [Provided Link](#) Explain that in this case, students may wish to use images taken from the web, images they themselves personally own, or attempt to recreate the image(s) that were displayed within the link provided.	Students will listen and observe exactly what the teacher is referring to, and what the end goal is for this assignment.	<10 mins
Teacher will demonstrate the following: 1) How to take a series of images, and create a .zip folder of them. 2) Explain that the images that are zipped must be .png's in order for the loop to work	Students will listen and observe how to create a .zip folder.	<10 mins
Teacher will then ask students to locate a minimum of three images, place them into Photoshop (without a background) and save them within a folder as .png's. Teacher will navigate the classroom assisting students as necessary and answering any questions that students may have regarding this project.	Students will begin gathering images they wish to loop, placing them into photoshop and creating .png's of these in a separate folder on their own computers.	15-20 mins
Once students have created a .zip folder, they will get into their Aero pairs once again. The chosen student (or student with a mobile Apple Device) will once again receive an email with a .zip folder that will be stored in the files of their phones.	Students will email their zipped folders to the student that has access to the mobile Apple device / Adobe Aero, at that in which the student will download and save that file within the 'Files' section of their phone. Student will open the zipped folder in the files, scan an area for a flat surface and	<20 mins

Teacher will ask them to open Aero, and select the .zip folder. Teacher will explain that seeing only 1 of the 3 minimum photos is completely normal.
 	
Teacher will then demonstrate how to create a looping sequence:
 	
1) Be sure to have your image anchored to a flat surface.
2) Press 'Behaviours'
3) Press '+ Trigger'
   a) Press 'Start'
   b) Press '+ Action'
      i) Press 'Play Images'
      ii) Keep most of the options where they are, but be sure to change the 'Frames per Second' to '8'
      iii) Further below you will see 'Infinite'. Meaning this will loop until you stop the sequence by closing the application. Be sure to have this turned on.
      iv) Once done, press the 'Checkmark' on the bottom right hand corner.
   c) Once completed, press 'Preview' and ensure that the images are looping.
   d) Once completed, create a QR Code, and email it to the person who created the images.
	open the zipped folder at the anchored spot.
	
	Students will listen and observe how to do the information being demonstrated by the teacher. However, due to the large amount of information being provided, students may also refer to the link provided earlier in the class, or the instruction handout provided by the teacher. Students will complete the aforementioned task.
		<5 mins
		
		40-60 mins

4) Once all of the above is complete, take your completed QR Code and submit it for completion / assessment. **Note:** Provide ample time for students to complete this task, and allow them to inject a level of humour and creativity (within reason) to help elevate the fun with AR. It may be also wise for students to encourage sharing their AR experiences by printing off their QR code and sharing them with the class / peers. Have students save their progress. Teacher will explain that students responsible for the Apple Mobile Device, that deleting any saved work within your files is okay, and that it is encouraged as not to inadvertently take up mobile harddrive space.	Students will be sure to email the QR Code to themselves, and submit it for completion. In addition, those with the mobile Apple device may go into their files and delete previous AR submissions as not to fill up harddrive space in their iCloud or iPhone's harddrive.	10-15 mins
Closure		
Before the end of class, Teacher will explain that the next lesson will be the beginning of a new project called the 'Travel Brochure' assignment.	Students will ensure that their QR codes are submitted. They will log off the computer, and prepare for the next class.	<10 mins

Post-Lesson Reflections: