Lesson Title:	Subject:	Grade(s):
Photoshop - Travel Brochure Assignment + AR Experience	Digital Media (Design)	8-12
Name:	Date:	Lesson #
		4.2

Rationale:
(lesson context and reasons why lesson matters)
Now that students are familiar with Photoshop, the tools, design and thematic choices, as well as a better understanding of Aero and its both basic and advanced options, students will now have to create a travel brochure creating both a practical application of marketing and design for use.

Curriculum Connections : https://curriculum.gov.bc.ca
Core Competency
Creative Thinking Communication
Curricular Competency
- Establish a point of view for a chosen design opportunity   - Identify potential users, intended impact, and possible unintended negative consequences   - Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping   - Identify and apply sources of inspiration and information   - Identify appropriate tools, technologies, materials, processes, and time needed for production   - Decide on how and with whom to share or promote product creativity, and if applicable, intellectual property.   - Explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for their design interests.
Content:

- Design Opportunities
- Elements of design
- Image development strategies
- Technical, stylistic, symbolic and cultural influences
- Design presentation skills for potential clients

Learning Intentions	Activity	Assessment
Students will be able to:		
Students will be able to create a travel brochure intended to be shared and viewed for potential clients. Students will be able to make stylistic decisions regarding AR implementation regarding marketing material.	Students will be developing a "4 page" Travel Brochure on a location of their choosing (Fictional or Real Location). Students will then import this creation inside of Adobe AR and use a looping sequence as a promotional tool for potential customers to view.	Summative: A completed "4 Page" Travel Brochure and an additional AR element for marketing purposes. To be assessed via rubric found on Travel Brochure Assignment.

Prerequisite Concepts and Skills:
For student success
Understand the basics and advanced tools of both Adobe Aero and Photoshop

Materials and Resources with References/Sources:	
For Teacher	For Students
Adobe Photoshop Projector w/ Screen Computer	Computer Adobe Photoshop Adobe Aero (software)

Image examples of a Travel Brochure	Mobile Apple Device (iPhone / iPad)
Adobe Aero (software)	Email
Mobile Apple Device (iPhone / iPad)	
Email	
'How to Create a Ruler' Instructions	

Differentiated Instruction (DI):

Accommodations

Students may wish to work in pairs if working independently is proving to be too difficult for them.

Students may only create "two pages" instead of the 4 that the assignment asks for.

Students may wish to create a Travel Brochure on an existing location, instead of something fictitious.

Students don't have to create a looping action or other advanced actions to their AR Experience.

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 is intended to be held over a larger span of time providing time for students to create their brochures and experiment with Adobe Aero. This is just the introductory assignment ***

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 discuss the design of existing travel brochures. 2) To detail the 'Travel Brochure Assignment' including the AR element of it.	Students will listen to the goal of the class.	<5 mins
Teacher will ask students if they have ever picked up a travel brochure before.	Students will respond to teacher questions with hand raises.	<1 min
Teacher will show students an examples of a Travel Brochures and discuss some of the elements and design choices that are used to generate inspiration: Behance Link 1 Behance Link 2 Behance Link 3 After having a discussion with the students regarding the Travel Brochure, the teacher will inform them that they're now tasked at creating a "4 Page" Travel Brochure.	Students will discuss the brochures with the teacher through raising their hand and discussing aspects of design, theme and choice with the teacher. Any additional questions or points of discussion related to the links may also be discussed.	10-20 mins
Teacher will go over the Travel Brochure Assignment, including the rubric on how it is marked. The teacher will also state that their final brochure designs must have an AR element to it (and be shared using a QR Code), and should include some behaviour function within the AR design.	Students will listen and observe the Travel Brochure Assignment requirements and rubric. They will raise their hands if they have a question.	5-10 mins

Teacher will have students open up there Photoshop and create a new blank project using a US Letter Canvas (8.5" x 11"), and have the Orientation be set to Landscape instead of portrait.
 	
Teacher will navigate the classroom and observe and assist students that may struggle to create the exact elements described.
 	
Once all students have a blank landscape 8.5x11" canvas opened in Photoshop, the teacher will describe how to set up rulers.
 	
  1) View → Rulers
  2) Right click the ruler on the top of the screen and change the measurement from pixels to inches
  3) Click and hold your mouse inside the left ruler and drag your mouse until it snaps to the halfway point of your page.
  4) Teacher will describe that this ruler indicates the 'fold' within your brochure
 	
Teacher will navigate class and assist students that may have questions or find difficulty in creating the 'fold' line in their brochures.
 	
Once students have created the fold line ruler, teacher will explain how the "4 pages" are really just 2 full landscape pages, but broken into 4 components: pages 4 and 1, and 2 and 3. Once folded and assembled properly, it will resemble a completed brochure.
 	
Teacher will then explain that for the AR element, students will again have to work
	Students will open photoshop and create a new project, creating it using the specified dimensions discussed, as well as the correct orientation. If students have issues, they will raise their hand for assistance.
	
	Students will listen and observe, as well as apply the Rulers and 'fold' mark in their project. If students have issues or questions they will raise their hand.
	
	Students will listen and understand how the project will look and operate within Photoshop.
		5-10 mins
		
		10-30 mins
		
		5-10 mins

in pairs in order to complete this AR element. However, they are not to disturb the student who may have the mobile Apple Device is they are working on their project, or ask kindly if they're able to use their device (near them) to quickly make some AR changes.
 	
Note: If available, students may use classroom iPads or an iMac with Adobe Aero installed as well!
 	
Teacher will state that the best place to start is with determining a location.
 	
  1) If determining to find a location is difficult, they may create something fictional, or even create a travel brochure on their hometown.
  2) It can be a 'satire' Travel Brochure to have it a bit more fun!
 	
Teacher will walk around the classroom and assist students with questions, keep them on track and create a general motivation amongst the classroom.
 	
Students will continue working on this assignment for multiple classes until completed.
 	
Once students have completed this particular assignment, teacher will be sure to ensure that all work (including the AR element) must be submitted
 	
  1) Completed Travel Brochure with all pages
  2) An AR QR code.
  3) A completed reflection and self-evaluation on the brochure and design process*
	Students will listen and understand how the AR element will be wrapped into this particular assignment.
	
	Students will work on the assignment, asking questions when necessary, or seeking peer assistance with a problem they feel they may be able to resolve.
	
	Once students are completed, they will submit this assignment to the correct "hand-in" area (Ex. Google Classroom)
		5 mins
		
		<5 mins
		
		>1 min

If teaching younger grades, it is advised to create prompting questions to have students respond to those reflection questions, instead of having them reflect on the process without those prompts.	and reflect on the process, as well as self-evaluate their project.	5-20 mins
Closure		
Before the end of class, Teacher will be sure to have students save their work to the right location. If students are completed, it is advised that teacher remind students to submit their assignment + AR QR Code as well as their reflection/self evaluation to the correct location for assessment.	Students will ensure that their projects are saved properly, Log off and prepare for the next class. If completed, students will ensure that their assignment + AR QR Code is submitted to the correct location, that their reflection/self evaluation is completed and submitted, log off and prepare for the next class.	<10 mins

Post-Lesson Reflections: