AAPS Blended Unit Planning Document #1

Grade Level/Content Area

High School/Digital Photography

Unit Title

Photo Manipulation - Selfie Collage

Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

The focus of this project is to successfully express one's sense of self using various photography manipulation tools through Adobe Photoshop. Students will use their mastery of light, shadow, color, and composition to begin the unit on photography manipulation. Throughout the entire unit, students will experience both face-to-face instruction, while using online tools to work at their own pace. Students are encouraged to interpret this project in unique, creative, and innovative ways - as long as it expresses themselves!

Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?

Art.VA.III.HS.1: Analyze and describe the formal characteristics of a work of art or design. ***Inspiration Board***

ART.I.VA.HS.3: Apply organizational principles and functions to solve specific visual arts problems. ***QuickFire Tasks, Final Selfie Collage.***

Art.VA.III.HS.3: Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. ***Partner Critique***

ART.I.VA.HS.4: Be involved in and/or understand the process and presentation of a final product or exhibit. ***ePortfolio Reflection***

Essential Questions

A meaning of "essential" involves important questions that recur throughout one's life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author's view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning "the answer" but about learning how to learn. (Wiggins, Understanding by Design)

- Self expression: *How can I organize a photograph to successfully express my passions, interests, likes, and dislikes? How can I manipulate photoshop to meaningfully communicate my own self-expression?*
- Think about every single object in the frame. *Are you sure you want it to be there?*
- Interesting Composition: *In what ways can I arrange elements to create the most interesting and aesthetically pleasing photo composition?*
- Think about the camera angle… *Is it boring? Does it help to say something about the subject?*
- Using photoshop tools in creatively manipulative ways: *What ways can I use photoshop to creatively manipulative multiple photographs, turning them into one successful image?*
- Think about what you are trying to say with the photograph. *Is it just "pretty", or are you trying to tell the view something?*

Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

How to use the following tools on photoshop…
- Mask Tool
- Layer Tool
- Lasso Tool
- Brush Tool
- Color Swatch Tool
- Adjustments Tools

The following terms…
- Double Exposure
- Photo Collage
- Selfie
- Self-Expression

Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

- Create a collage of various photos using photoshop tools.
- Create a double exposure portrait image using photoshop tools.
- Synthesize knowledge of photoshop tools to create an innovative photo manipulation of their original photography that expresses their identity.

Current Teaching Design*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

To view unit lesson through Google Slides, click on this link.

1. Introduce the "Selfie Collage" project and the larger Photo Manipulation unit
2. Show the YouTube clip, "The History of the Selfie" (https://www.youtube.com/watch?v=JfoPJnVrBNM&disable_polymer=true) . Stop video after 7 minutes.
3. Project Check-List and Expectations: Copies into sketchbook during lecture
4. Prep Brainstorming: In class, explain the three prep activities students will complete in preparation for the "Selfie Collage."
   a. Bliss List - in sketchbooks, create lists of favorite things, passions, hobbies, dislikes/likes, etc.
   b. Inspiration Board - using provided links with various types of examples, students use their resources to create an "Inspiration Board" with 6-10 images of self portrait photos with some kind of photo manipulation. Students use the computers to find images, uploading them to the website "PicMonkey" to create a collage. Students screenshot the image and turn it in via Google Classroom.
   c. Draft Drawing - in sketchbooks, students use what they've developed in their Bliss List and Inspiration Board to create a draft drawing of how they'd like to set up their composition.
5. Photoshop QuickFires: "Let's Go On Vacation" & "What's Going On In Their Head?"
   a. Photo Collage: Demonstrate how to use photoshop tools to manipulate two photos together, in a comical way showing a celebrity on vacation. This assignments is completed on the computers and turned in via Google classroom. Keywords: Layer, Mask, Lasso Tool, Select/Inverse
   b. Double Exposure Portrait: Demonstrate how to combine two images together to create a double exposure image. The goal is for the image to be of an athlete "thinking" about a significant moment in their life/career. This assignment is completed and turned in via Google Classroom assignment. Keywords: Quick Selection Tool, Color Swatch, Brush Tool
6. HOMEWORK: students are instructed to take multiple self portrait images (with interesting compositions), while also taking images of objects/places/people that are representative of their self-expression.
7.
8. Final Selfie Collage: Students will have five classes of work-time to upload their new images, edit their new images, and manipulate them innovatively. The end result will be a collaged image or double exposure communicating their identity. Final image must meet the following requirements:
   a. ONE Self-Portrait Image (selfie, whole figure - EDITED)
   b. 4-5 EDITED Images that express yourself (interests, passions, places of significance)
   c. FINAL ARTWORK: a creative, unique collage of original representational images, representing yourself
9. Partner/Small Group Critique: To create another round of discussion and provide more meaningful feedback, I'll facilitate a partner critique in groups

   a. Padlet Link: https://padlet.com/gesserte1/nccx5nedivqa
10. ePortfolio & Reflection: Students will reflect on their process and final product by publishing their work on their digital portfolio page, along with a 2-3 paragraph artist statement. Their work published on their ePortfolio will be summatively assessed.

Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

Current model: Face-to-Face instruction supplemented with technology (computer lab in classroom, students use Google Classroom for resources/to turn-in assignments).

Recommended Model for Implementation: Combination of Flex and/or Rotation (lab rotation).

Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, watch this video.

F2F	Online

1. **DEMONSTRATE**: begin lesson with the following…
    a. Example Images shown for inspiration
    b. Project Requirements copied into sketchbook
    c. "History of Selfies" PBIS YouTube Video	

	2. **READING, RESEARCHING, BRAINSTORMING:** Preparatory Activities:
	 On Google Classroom…
	    a. Bliss List: Google Doc or in sketchbook
	    b. Inspiration Board: PicMonkey Platform
	    c. Draft Drawing (at own pace, using online directions).

3. **LAB ACTIVITY:** QuickFire Demonstrations a. "Let's Go On Vacation" QuickFire: show image examples, explain goals & expected outcomes, do example with students actively engaged (participation through selecting	3. NOTES for a. And b.: EdPuzzle & YouTube: Record screencast of self doing a photo collage example on Photoshop. Upload YouTube video to EdPuzzle to add questions/notifications about what to take notes of. Students can work at their own pace through these videos and notes, requesting the

celebrity/vacation location). b. "What Were They Thinking?" QuickFire: show image examples, explain goals & expected outcomes, do example with students actively engaged (participation through selecting athlete/moment).	teacher's assistance if necessary.

Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

F2F	Online
	4. **DISCUSSION:** Before holding a F-2-F discussion, students will add to the "Exit Ticket" Padlet, answering questions about how they are currently feeling about photo manipulation/Photoshop. Share link on online learning space. EXIT TICKET Padlet: https://padlet.com/gesserte1/50zb1ikckzja

4. DISCUSSION: *in class…*
    a. If patterns are noticed from the exit ticket, address in small groups or to whole class.
    b. Share draft ideas, solidify ideas in small groups
    c. Review final Selfie Collage requirements	

5. **ASSESSMENT:** Final Selfie Collage. Work-time provided during F-2-F time. Students are given five in-class work periods to complete.	5. **ASSESSMENT:** Final Selfie Collage. If student had access to Adobe Photoshop through online computer outside of classroom lab, they could work at their own pace.

6. **DISCUSSION PART 2:** Padlet Board Critique
During day four of work-time, students will participate in a Padlet board critique to provide meaning feedback, while having the opportunity to see each other's Selfie Collage. Review of what appropriate and constructive feedback looks like. Students will...
    a. Visit Padlet @ https://padlet.com/gesserte1/nccx5nedivqa
    b. "Add Column" and add their name
    c. "Add Post to Column" and upload the JPEG file of their Selfie	

Collage
d. "Write Something…" Add a sentence describing something they are struggling with in completing their image.
e. "Add Comment" to at least FIVE CLASSMATES artwork offering constructive feedback or asking deep-level questions.

Feedback/Questions may be similar to:
a. What objects are they choosing to include in their selfie collage that have some significance? What's the significance?
b. What did they do well? What do you like about the art piece? Remember to be kind, specific, and helpful.
c. Did they use ALL of the training activities we practiced? *Layers? Masks? Lasso or Quick Selection Tool? Brush & Color Swatches?*
d. What areas need to be improved in order to have a more professional looking piece of artwork? Remember to be kind, specific, and helpful.
e. LINK TO PADLET: https://padlet.com/gesserte1/nccx5nedivqa

6. **ASSESSMENT CONT.:** Final Image Posted to ePortfolio, Reflective Artist Statement. Final assessment will come from grading digital portfolio and artist statement.

Resources
A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

F2F	Online
Double Exposure images showed during demo: → http://photographypla.net/double-exposures/ → https://photofocus.com/2014/07/10/26-most-creative-double-exposure-photographs/	Adobe Photoshop Website: → Mask Layers → Photoshop User Guide *** YouTube Tutorials: → Double Exposure Tutorial

TO-DO*

What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here.   For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.

ACTIONS...
→ Create screencast videos demonstrating photo collage and photo double exposure techniques. Then upload to EdPuzzle to add stopping points, questions, note prompts, etc.