Photography, Yearbook, and Design Curriculum

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Platte County School District #2

Mission: To Improve the knowledge, skills, and attitudes of each learner, empowering individuals to grow into responsible, productive, global citizens.

Vision: We are absolutely committed to preparing each learner for the future.

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Curriculum Rational

As a k-12 art teacher in a small school, I came in my first year with the responsibility of teaching a yearbook class to high school students who would create our schools yearbook. In college I was trained some in photography, graphic design, and other subjects, but found myself at a loss for great lesson plans for the students. In essence the program was a lot weaker than I had hoped. Not only did we have a bad yearbook company to work with, and limited equipment and resources, I wasn’t as prepared as I should have been as a teacher. It took our school six months to get the Photoshop software we needed, and by that time it was too late. I didn’t have a text to help guide my teaching either. I prepared lesson plans and worked hard, but I feel that this is an area in our schools art curriculum that can be changed dramatically and strengthened. Lastly, the data that I have is mostly from student feedback, but we had half of our students drop out of the class at semester. From talking to them I gathered, that they changed classes because the Yearbook program that our school has been using wasn’t working properly with our schools Internet. They were getting frustrated due to their computers freezing, and the inability that caused for them to get much done.

The situation in my district is also unique in that our whole district consists of about 200 students in one k-12 building. We have one principle and our superintendent. We don’t have specific art curriculum, just national, state, and district standards that need to be met. These are the changes that I purpose.

* Text for teaching Yearbook, Photography, and Design
* New Materials & technologies – Wacom Tablets, and a colored printer
* New approaches to teaching, teaching ideas, lessons, and organization
* Practice opportunities that inspire creativity and problem solving.

My other data comes from recently graduating with my BFA in illustration. There continues to be a rise in the need for good designers that know how to use and manipulate programs such as adobe Photoshop, InDesign, and Illustrator. They need this knowledge and these skills in preparation for college if they want to stand a chance of getting into good design and/or art programs. Many Illustrators are also starting to create their work digitally. My school has a one to one mac laptop program for 7-12 graders, and preparing student for the digital part of art and design is something that we really need in our art program. I am excited to teach these things and design a program that will help the students to learn and grow and express their creativity.

Curriculum Philosophy – (As a letter to parents)

Dear Parents,

I am excited to embark on a journey into the realms of Graphic Design, Photography, and Yearbook creation with your son or daughter. This newly revised class has been updated with new equipment the school has recently purchased, newly designed lessons and curriculum, a new yearbook program and company that we are partnering with, and new textbooks and computer software that will prepare your students for real life opportunities for jobs in graphic design, and portfolio pieces for scholarships into top notch art programs.

As a teacher I care deeply about student learning and achievement. I pledge to keep the course demanding, and keep students on their toes as they embark on learning and exploring new realms of creativity. I will teach in an organized manner, and help students to not only learn skills, but also give them opportunities to practice and apply their knowledge in real life situations. As a teacher I know that each student has individual talents and abilities, and I will help nurture them so they can grow personally and individually.

This being said, this is a course that will require a lot of responsibility on the part of your son or daughter. He/She will be expected to come to class on time, ready to learn, work hard and diligently on projects, overcome obstacles with patience, be willing to redo and revise work that isn’t up to par, and think critically and creatively to find new solutions. Without diligent and constant effort on part of the students it will be hard for them to master the skills required for success.

In this class students will learn the basics of digital photography, digital image retouching and enhancement, and computer design and drawing skills. Combining this knowledge, students will design and create the school yearbook. A variety of computer programs will be utilized and special assignments will be given to attend school events as the official school photographer. Great effort will be taken to help students learn about the design process, and to become competent photographers.

* Students will gain confidence in the use of photography and design as an artistic medium.
* Students will gain a greater knowledge of the history of graphic design and photography, and come to understand how they affect our culture today.
* Student’s self-confidence in their own abilities, and their abilities to work with a group will increase as they work through artistic problems with diligence and patience.
* Students who work hard and show competence in their art will have the opportunity to display their best work in the High School Yearbook, the school art show, in the school and at the annual Wyoming High School Art Symposium in Casper.

In our Yearbook program we have 2 nice Cannon Cameras, a new large format color printer, electronic drawing tablets that connect to their computers, the Adobe Photoshop suite (InDesign, Photoshop, Illustrator), and state of the art textbooks that help reiterate important concepts in photography, graphic design, creativity, and computer Illustration and Animation. All of these resources will give students the tools they need to succeed. Students will be taught through demonstrations, group work, and reading and note taking on important concepts, but the majority of the learning will happen as they use their creativity to fulfill assignments. Grading will be based on rubrics. Students will know the expectations before embarking on an assignment, and the bulk of the grade will come as they demonstrate what they have learned.

Photography and design are becoming ever important in the digital world that we live in today. Competent Graphic Designers, Web Designers, Motion Graphics Designers, and Photographers are making a lot of money, and are in high demand. My goal is to show them what is possible, and how fun it can be. This type of work is challenging and time consuming, but very satisfying. Thanks for embarking on the journey with us! I am open to any comments or suggestions, and please contact me if you have any concerns.

Sincerely,

Mr. Jason Harmon

**Aim:**

Help students to become competent photographers and graphic designers so they can use it to benefit themselves, their families, their communities, and their employers for the rest of their lives.

**District Fine Arts Standards: (**See Appendix I for more Detail)

* FA 11.1 – Students Create, Perform, exhibit, and participate in the arts
* FA 11.2 – Students process, analyze, respond to, and make informed judgments about the arts
* FA 11.3 - Students demonstrate an understanding of the Arts in relation to history, cultures, and contemporary society.
* FA 11.4 – Students connect and relate the Arts to other disciplines and to society

**Learning Goals and Objectives:**

1. Students will gain confidence in the use of photography and design as an artistic medium.
2. Students will gain a greater knowledge of the history of graphic design and photography, and come to understand how they affect our culture today.
3. Student’s self-confidence, and their abilities to work with a group will grow.
4. Students will learn to problem solving skills as they relate to design and photography
5. Students will prepare work to be shown at art competitions and throughout the community, and start building a photography and design portfolio.
6. Students will design a creative yearbook for fellow students and staff.
7. Students will learn to critique designs and photography in search of what is aesthetically pleasing, and learn to analyze and communicate this to others.

**Scope and Sequence –**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Unit Order* | *Time* | *Standards Met* | *Goals*  *Met* | *Application to Life* |
| *Yearbook*   * *Photography assignments* * *Page assignments* * *Editing* * *Advertising* | *Year* | *FA 11.1*  *FA 11.3*  *FA 11.4* | *1*  *3*  *4*  *6*  *7* | *Working on big projects in a group is an important skill in the workplace and in family life.* |
| *Sketchbooks/Journals*   * *Note taking* * *Thumbnails/project designs* * *Mind Mapping* * *Drawing* | *Year* | *FA 11.1*  *FA 11.2*  *FA 11.3* | *1*  *3*  *6* | *Learning and assimilating knowledge through mind mapping, journals, note taking, and drawing are useful skills in any discipline* |
| *Intro to Photography*   * *History* * *Use, purpose, and power today* * *Manual & Digital camera basics* * *Lighting* | *2 weeks* | *FA 11.1*  *FA 11.2*  *FA 11.3*  *FA 11.4* | *1*  *2*  *4*  *7* | *How are images used and seen in every day life?*  *Is it true that a powerful image can be worth more than a thousand words?* |
| *Intro to Design & Photoshop*   * *History of Design* * *Design today – where & $ making possibilities* * *Photoshop Intro & Practice* | *1 month* | *FA 11.1*  *FA 11.2* | *1*  *2*  *4*  *7* | *Students will encounter design issues throughout their lives, and must learn the principles behind them.* |
| *Digital photo editing & manipulation*   * *Photo Editing* * *Combining Photos* * *Photo Manipulation* * *Special Effects* | *1 month* | *FA 11.1*  *FA 11.2*  *FA 11.3* | *1*  *3*  *4*  *7* | *Although these are tedious tasks, knowledge and skills gained can apply to any field where one must focus on the details without disregarding the big picture.* |
| *Composition*   * *Elements of Art* * *Principles of Design* * *Composition* | *1 week* | *FA 11.1* | *1*  *4* | *This will help them to appreciate beauty in the world around them.* |
| *Digital Painting*   * *Historical Look* * *Tools & Techniques* * *Practice and Projects* | *1 month* | *FA 11.1*  *FA 11.2*  *FA 11.3*  *FA 11.4* | *1*  *2*  *3*  *5* | *This will help them gain an appreciation of artists and what it takes to create great artwork.* |
| *Type, Font, and Logo Design*   * *Historical Look* * *Logo Design* * *Font Design* * *Company Identity* | *1 month* | *FA 11.1*  *FA 11.2*  *FA 11.3*  *FA 11.4* | *1*  *2*  *4* | *This will teach them to appreciate font designers, and the power of logos and the money that companies spend to have them designed.* |
| *Abstract, and Advanced Photography*   * *Manual Photography* * *Special Light tricks* * *Optional Projects (see extra Photography lessons)* | *1 month* | *FA 11.1*  *FA 11.2*  *FA 11.4* | *1*  *4*  *5*  *7* | *Creativity and innovation can be found in any field if one looks for it.* |
| *Mock Graphic Design Job*   * *Professionalism and Problem Solving in work* | *1 month* | *FA 11.1*  *FA 11.2*  *FA 11.4* | *1*  *3*  *4*  *7* | *There are continually people looking for designers, we just must be willing to take on the challenge.* |
| *Illustration job/commission*   * *Story Telling through art* * *Projects* | *1 month* | *FA 11.1*  *FA 11.2*  *FA 11.3*  *FA 11.4* | *1*  *2*  *4*  *5*  *7* | *Detailed plans and specific research yield great results. If one is lazy in their prep work (practice), they won’t succeed in your final work (game time).* |
| *Screen Printing*   * *History and Use* * *Project* | *2 weeks* | *FA 11.1*  *FA 11.2*  *FA 11.3*  *FA 11.4* | *1*  *2*  *5* | *Traditional techniques are still in use today, and are still effective in communication ideas.* |
| *Choice Project* | *2 weeks* | *FA 11.1*  *FA 11.2*  *FA 11.3*  *FA 11.4* | *1*  *3*  *4*  *5*  *7* | *If we find something that is personally meaningful, we can find the motivation to do something great.* |

**Lessons**

**Yearbook**

Objectives:

* Give the students a chance to contribute to their school.
* Give students a chance to design a real yearbook, and to solve design issues and problems.
* To give students positions and responsibilities in a mock professional setting where they can take charge and create.
* To give students ample opportunities to act as school photographer, and to hone their photography skills.

Materials:

* Internet
* Photoshop
* Computers
* Cameras
* Wacom Tablets
* Texts on photography and design

Anticipatory Set:

* The Yearbook Company Rep. (TreeRing, in our case) will do a series of videoconferences with our class to introduce them to the Yearbook program, and to get them excited about designing the school yearbook.

Teaching/Instruction:

1. We will take a class period to organize the yearbook crew, and each student will get a position and responsibility that they must fulfill in regards to the yearbook creation.
2. At least once a week we will discuss the yearbook, its progress, and work on it as a class to continue its progress and design.
3. The yearbook will be a group effort but everyone will have specific responsibilities.

Questions:

* What theme do we want our yearbook to present?
* What is special about our school in general, and this particular school year, that we want to show off in our yearbook?
* Who is our audience, and what do we want to tell them?

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves. As they learn about design, and problems arise, they will be challenged to come up with creative solutions to problems that arise.

Production:

* As a class we will design the school yearbook and prepare it for print.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Interdisciplinary Connections:

* Taking charge of a huge project like this is an awesome way for students to prepare for life.

Yearbook Assignments:

**Each Student will have specific page assignments and photography assignments on top of his or her positions within the yearbook staff/class.**

**Mr. Harmon** – I will oversee the class, teach the material, and help with the creation of the Yearbook, and the preparations for its creation and marketing it.

**Managing Director**– The managing director will oversee the production, design, and marketing of the entire magazine. They will report directly to Mr. Harmon, and consult with him on specific issues and problems that arise.

**Editor**– You will be in charge of (together with your assistant) helping the Senior Designer plan the layout of the yearbook, and overviewing all the pages in their various stages, and especially before they are sent in to be printed. We already have several due dates when things need turned in, and you will stay on top of these due dates, and assure that we are ready to go, and on time. As you do this you will create weekly and monthly goals and due dates to assure that we are progressing at the speed needed to finish the yearbook on time.

**Assistant Editor**– You will help the Editor with his/her responsibilities, and you will also be in charge of helping the managing director to make sure students are on task, and fulfilling their assigned yearbook duties.

**Art Director**– The art director will be in charge of planning and organizing photography assignments, and how we will cover our basis as far as getting many good pictures to chose from during school and in school activities including school dances, sports, and clubs. When students leave during class time to take pictures you must know where they are going, and that they have a specific purpose of why they need to take pictures during class.

**Senior Designer**– You will help out with the layout of the pages, and assure that they are being designed well. Student in the class will come to you for help with layout issues, and you will help decide how the layout of the yearbook will be organized. You will review the pages and approve them before they are sent into the editors, and help to assure that students are on task and working hard.

**Marketing Director**– You will plan for and oversee the selling of ads to local businesses, and the marketing of the yearbook to students and their parents. Our goal this year is to make the yearbook affordable to students, so that all who want one can have one.

**Sketchbook**

Objectives:

* Get students to practice drawing and designing on a regular basis.
* Give students a place to put down their preliminary ideas, to write notes, and to mind-map what they learn
* Help students improve their observational, creative, and compositional skills.

Materials:

* Sketchbook - for each student.
* Pencils, pens, markers, watercolors, etc.

Anticipatory Set:

* This assignment will last the entire year, and to introduce it I will show sketchbooks from famous artists (images of their sketchbooks) and we will discuss why drawing is so key to becoming a great artist. I will bring in quotes throughout the year to keep the students motivated and working hard.

Teaching/Instruction:

* The teaching and instruction will be given in each lesson throughout the year (see other lesson plans).
* Often I will give free writing or drawing prompts on questions that I want them to respond to, or creative problems that I want them to tackle through drawing.
* Their sketchbooks will be used to write notes on what they learn, to respond to my questions, to draw thumbnails and designs for their projects.
* Students will be required to fill two pages a week.

Questions:

* What can make drawing in your sketchbook a more meaningful experience?
* How will it help you learn?
* How can you engage your mind while drawing so you will really learn?
* How can you integrate your notes into mind maps to help you remember what you learn?

Guided Practice/monitoring:

* I will check sketchbooks monthly, and have random checks during the month to make sure they are progressing.

Production:

* Students will fill two pages in their sketchbooks each week.
* The pages must include creative designs or ideas for their projects.

Assessment:

* Sketchbooks will be worth 10% of the final grade, and must be taken seriously. I will grade them on completion, and work won’t be able to be made up from month to month.

References:

* Images of sketches from other artists
* My personal sketches
* Sketchbook for the Artist – by Sarah Simblet

**Intro To Photography -**

Objectives:

* Help students to gain an appreciation for photography, and to see how it fits into our culture historically.
* Help students to gain an appreciation for the photo technology of today, and to understand how it has changed through the years.
* Give students opportunities to describe and explain photography in its context of history and culture today.

Materials:

* Projector
* Old cameras and photography equipment
* New Cameras and Equipment

Anticipatory Set:

* Bring in some old photography equipment and show it to them in a historical context.

Teaching/Instruction:

1. I will show the students a power point presentation on photography, and photographers. We will talk about and discuss what photography was used for, how it changed the art world, and how it is used today.
2. Then we will have a hands on question and answer session looking at the old cameras I have brought in and discussing their features.
3. In the subsequent classes I will explain the basics of manual and digital photography, and the students will test the limits of our cameras.
4. They will be given assignments to test shutter speed, aperture, and to play around with white balance, ISO, and different lighting situations.

Questions:

* When did photography start becoming big?
* What is unique about photography?
* Who are some of the most famous photographers, historically?

Vocabulary:

* Shutter Speed - How long the lens is open.
* Aperture - How big of hole opens in the lens
* White balance - White balance (WB) is the process of removing unrealistic color casts, so that objects which appear white in person are rendered white in your photo.
* ISO - Film Speed

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.
* Some of the assignments will be take home, where they must solve problems on their own.

Production:

* Each student will take many pictures manipulating the cameras in different ways in accordance with the assignments
* If we are daring we will build pinhole cameras sometime during the year, so students can learn even more about the bare basics of photography.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Interdisciplinary Connections:

* Hopefully, taking a look at a subject in its historical context will help the students to see how history is beneficial, and they will strive to do that for other subjects they are interested in.

Extensions:

* Pinhole Cameras

References:

* Images of the history of photography, and of the work of famous photographers.

**Intro to Design & Photoshop**

Objectives:

* Empower students with a working knowledge of design principles and how to apply them.
* Help students learn the basic programs and tools used by graphic designers.
* Empower students by giving them the resources needed to create digitally and teaching them how to use them.

Materials:

* Computers
* Wacom Tablets
* Cameras
* InDesign
* Illustrator
* Photoshop

Anticipatory Set:

* View images of what graphic designers are creating today.
* View images and talk about the history of graphic design.

Teaching/Instruction:

* To start out we will spend time learning about basic design principles and how to apply them.
* Students will see examples of what not to do, and learn that sometimes it is ok to break the rules, but it must be purposeful.
* As we take school pictures we will learn how to integrate what we learn about design into the yearbook. I will show them this by example, and we will assess each other’s work.
* After a week or so I will introduce Photoshop to the students, and they will be given different assignments to manipulate photos as they learn how to use the computer program.
* As they progress I will introduce them to InDesign and Illustrator and they will learn how they work.
* Other than the yearbook, I will teach the students about logo design, and font design.
* For logo design each student will be asked to create a logo for a company. The logo must give identity to the company, be easily recognizable, and be able to be used without text. We will go through the process together, and I will teach them the basics of InDesign and Illustrator.
* For font design I will teach them the basics about fonts, and some of its history and vocabulary.
* Students will be asked to design a font, and use it to write their full name. It must be consistent, and something of their own creation.
* They will then take the logo they created and combine it with font to create a business letterhead and business card for the business.
* For extra credit students will be encouraged to create a logo for themselves or a friend or family member with a company.

Questions:

* What is an art director and what do they do?
* What tools do designer’s use?
* What is design like as a career?

Vocabulary:

* Serif – letters with feet
* Sans Serif – letters without feet

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Designs for yearbook
* Students will design a logo
* Students will design a font

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Interdisciplinary Connections:

* Design is part of our everyday life. It is part of how we recognize things in our world around us.

Extensions:

* There are a lot of other projects we could do with design if there is time for example: Redesign a magazine, design a cd cover, design a movie poster, etc.

References:

* Adobe Photoshop CS5: Classroom in a book

**Composition**

Objectives:

* Teach students the elements of art, and the principles of design so that they are aware of things that make art strong.
* Help students to learn about composition so that they rethink every frame before taking a picture.
* Help students appreciate images for their design and composition

Materials:

* Camera
* Sketchbooks
* Computers

Anticipatory Set:

* We will look at images with horrible, and then good compositions.
* We will see some of the work of Andy Goldsworthy, and talk about what it takes to see the world in such a unique way (what is an artist anyway, an artist must have a voice).

Teaching/Instruction:

1. I will teach the students about the elements and principles of art, and how they apply to photography.
2. I will teach them several theories of composition such as the golden mean, the rule of thirds, and the Fibonacci sequence.
3. After that they will receive an assignment to take a series of 15 picture of a big complex object in such a way that the viewer of the images has to question what the object is. The compositions of the photos must be strong, and they must demonstrate 7 different elements of art.
4. It will be expected that the students will take much more than 15 pictures, but the class will only see their best images.

Questions:

* How has this assignment helped you to find the beautiful amidst the mundane?
* What is your favorite method of composition?

Vocabulary:

* Golden Mean -
* Fibonacci sequence
* Rule of thirds -

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will shoot many pictures, and choose their best 15 for a series of compositional abstract pictures of an object.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Interdisciplinary Connections:

* We could connect this to the learning of someone who is taking art class. Composition is so important regardless of if it for a film, painting, or photo.

Extensions:

* Students could be encouraged to continue this process of photography.

References:

* Video on Andy Goldsworthy
* Images of good and horrible compositions.

**Digital Photo Editing and Manipulation**

Objectives:

* Help students learn more advanced techniques with Photoshop and become confident in using it to edit and manipulate photos.

Materials:

* Camera
* Sketchbooks
* Computers
* Wacom Tablets

Anticipatory set:

* I will show students a short video clip demonstrating the power of photo editing.

Teaching/Instruction:

* I will take several class periods to walk students through tutorials and demonstrations of Photoshop. I will show them how to use the basic tools to manipulate and change photos.
* I will give them several images with problems, and ask them to solve the problems and fix the photos using what they have learned about Photoshop.
* The more advanced work will consist of combining images to create something that looks real, but defies reality.

Questions:

* What is your favorite tool in Photoshop?
* Why is it important to learn how to use technology to manipulate photos?
* Is it cheating?
* What creative power does it give you over traditional photographers?

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will solve problems with pictures by editing and manipulating them. They will fix the pictures and show them to me to receive a grade.

Assessment:

* Projects will be graded on completion and ability to fix photos.

Extensions:

* This is something that I will expect them to do for most of our class projects.

References:

* Video clip on photo editing – Real Beauty - Dove Foundation.

**Digital Painting & Illustration**

Objectives:

* Students will refine their artistic skills and develop self-discipline through practice and diligent work at mastering the medium of digital painting.
* Students will come to recognize how much artwork is now created digitally.

Materials:

* Computers
* Wacom Tablets
* Printer
* Reference Material

Anticipatory Set:

* We will look at beautiful digital paintings and artwork, and discuss how it might have been created.

Teaching/Instruction:

* In a step by step process we will overview, learn and practice digital painting techniques.
* Once many skills are learned students will create three assignments.
* The first assignment will be to take the faces of the students in the class, and to combine them.
* The next assignment will be to reproduce a simple digital painting from a variety of options that I give them.
* The last assignment will be to take a child story or fairy tale, and to create an illustration of a key point from the story. It must be stylistic and creative.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

**Type, Font, and Logo Design**

* See lesson on Intro to Photoshop & Design

**Abstract Photography**

Objectives:

* Help students to learn about abstract photography.
* Help students appreciate images for their abstract qualities.

Materials:

* Camera
* Sketchbooks
* Computers

Anticipatory Set:

* We will look at images that have been really abstracted

Teaching/Instruction:

1. I will teach the students cool tricks that will help them create neat abstracted images.
2. After that they will receive an assignment to take a series of 10 abstract pictures.
3. It will be expected that the students will take much more than 10 pictures, and come to class ready to show them to the class.

Questions:

* Are you drawn to abstract images or do you dislike them?
* After taking abstract pictures, and understanding them more has your opinion changed?
* What do you like about abstract art?

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will shoot many pictures, and choose their best 10 for a series of abstract images.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Interdisciplinary Connections:

* Helping students to understand abstraction helps them to understand a lot of complex issues in life. This is a good way to help students to think about life differently.

Extensions:

* Students could be encouraged to continue this process of photography.

References:

* Abstract images

**Graphic Design Job**

Objectives:

* Give students real life situation so they are prepared for taking on actual paid work in graphic design.
* Assess student’s comprehension and ability from everything we have learned throughout the year.

Teaching & Instruction:

* I will have enough jobs/scenarios for everyone in the class. These will be handed out or chosen randomly. Each student will do the work without help from me. They can get help from peers or the Internet, but must produce results that the client is happy with.

Assessment:

* This will be assessed with a rubric and graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

**Illustration Job/Commission**

* See lesson on digital painting

**Screen Printing**

Objectives:

* Give students the opportunity to create a design of their own through screen printing methods.
* Empower students by giving them new skills.
* Help the students to have fun creating art.

Materials:

* Screens, ink, rollers
* Paper, pencils, and erasers

Anticipatory Set:

* I will show them a video on screen printing to help them to open their eyes to the possibilities of what can be done through this artistic method.

Teaching/Instruction:

1. After watching the video, I will do a quick demo, and explain the supplies and materials, and how they work.
2. I will explain the project to come up with a cool design for a t-shirt, and to print it.
3. I will give the students suggestions, and help them to create a design that is powerful, and effective. They will draw out the design, cut it out, and use the screens and ink to print onto a shirt that they either buy or bring from home. (if possible I will get them with school funds to take that burden off of the students.

Questions:

* Have you seen anybody screen print before?
* Do you enjoy working with your hands like this?
* What makes a design powerful and effective?

Vocabulary:

* Stereography -
* Screens
* Ink
* Rubber spatula

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will create a design, or use one that they already created throughout the year, and screen-print it.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Interdisciplinary Connections:

* This can go hand in hand with Marketing and advertisement. How can a product be marketed, and what makes it appealing to a consumer?

Extensions:

* I could have the students take it farther and create a more complicated design with multiple colors.

References:

* Screen printing video

**Choice Project**

* This is a project given with the purpose of allowing more autonomy in hopes that students will use what they learned in a creative way, but doing a project that is meaningful to them.
* This lesson will have parameters and guidelines that must be met, and a rubric for assessment, but will be open to a lot of interpretation.

***Extra Photography Lessons and Assignments if time permits***

**Black and White**

Objectives:

* Help students to learn about value so that they can use it effectively in their photography
* Help students appreciate the power of value in an image.

Materials:

* Camera
* Sketchbooks
* Computers

Anticipatory set:

* We will look at images with horrible contrast and focus, and images with good compositions and focus.

Teaching/Instruction:

1. I will teach them about value, and how to control the area of focus in a picture. I will teach them about how an artist gets to control where their audience looks through the use of value.
2. After that they will receive an assignment to take a series of 15 with strong contrast and a strong sense of focus. They will be allowed to do minimal editing. I will teach them about how to use Photoshop to tweak value in a picture.
3. It will be expected that the students will take much more than 15 pictures, but the class will only see their best images in an in class critique.

Questions:

* Why is value so powerful?
* What are methods of controlling value contrast in an image?

Vocabulary:

* Value
* Contrast
* High Key
* Low Key

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will shoot many pictures, and choose their best 15 for a series of pictures using strong value contrast.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Extensions:

* Students could be encouraged to continue this process of focusing on value as they shoot pictures.

References:

* Images of good and bad value contrast.

**Color**

Objectives:

* Help students to learn about color in photography so that they can use it effectively.
* Help students appreciate the power of color in an image.

Materials:

* Camera
* Sketchbooks
* Computers

Anticipatory set:

* We will look at images with horrible color, and images with good color.

Teaching/Instruction:

* I will teach them about color, and how to control the area of focus in a picture with it.
* After that they will receive an assignment to take a series of 15 images with strong color. They will be allowed to do minimal editing. I will teach them about how to use Photoshop to tweak color in a picture.
* It will be expected that the students will take much more than 15 pictures, but the class will only see their best images in an in class critique.

Questions:

* Why is color so important?
* What are methods of controlling color in an image?

Vocabulary:

* Hue -A color in its pure state
* Intensity - the brightness or dullness of a color
* Color temperature - The coolness or warmness of a color
* Warm - Red, Orange, Yellow, and any color that tends to be leaning towards these colors.
* Cool - Green, Blue, and purple, and colors that tend to be leaning towards these colors. Adding white to a color also cools the color.

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will shoot many pictures, and choose their best 15 for a series of pictures using color as a main element.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Extensions:

* Students could be encouraged to continue this process of focusing on color as they shoot pictures.

References:

* Images demonstrating good and bad use of color.

**Manual Photography**

Objectives:

* Help students to learn more about using aperture and shutter speed in photography so that they can use it effectively.
* Help students appreciate the power of manual photography and complete camera control..

Materials:

* Camera
* Sketchbooks
* Computers

Anticipatory set:

* We will look at images to explore what can be done to manipulate photography as one manipulates the apertures and shutter speeds..

Teaching/Instruction:

* I will teach them about manual photography.
* After that they will receive an assignment to take a series of 10 images with strong photo manipulation. They will be allowed to do minimal editing
* It will be expected that the students will take much more than 10 pictures, but the class will only see their best images in an in class critique.

Questions:

* Why are there so many good cameras with manual photo capabilities?
* What is the advantage of complete camera control?

Vocabulary:

* Aperture
* Aperture priority
* Shutter Speed

Guided Practice/monitoring:

* Students will be given all of the help that they solicit, and suggestions all along the way. I will share random facts and information each day in an effort to get them thinking differently and so they will push themselves.

Production:

* Students will shoot many pictures, and choose their best 10 for a series of pictures demonstrating their ability to shoot pictures manually.

Assessment:

* Projects will be graded on Presentation, craftsmanship, creativity/design, completion, and fulfillment of the criteria.

Extensions:

* Students could be encouraged to continue this process of focusing on how photos can be manipulated by controlling camera setting such as shutter speed and aperture.

References:

* Images demonstrating good photo manipulation.

**Assessment/Evaluation Plan**

Each Project and unit will be assessed/graded separately and fairly. My curriculum involves several types of assessment.

* Informal or Pre-assessment – Done through questionnaires, informal questioning, and pre-learning exercises where I (teacher) visually sees where students are at in their knowledge and understanding of subject matter and/or artistic medium.
* Formal or Post-assessment – two kinds
  + Projects assessing application of skills and knowledge using a grading rubric
  + Quizzes assessing vocabulary and understanding of base knowledge and skills.

Below is the basic grading rubric they will receive with each project. After that you will see the rubric they will receive at the beginning of the year to explain each section of the rubric that they will be graded on. Every few months we will review the rubric as a class. As you will see, the criteria for each assignment will be different, so fulfilling the criteria of the assignment is also worth one-fifth of their grade. Lastly, I have included an example Project Criteria sheet that explains the objectives and directions for one unit of study.

This is what the students would receive upon completing an assignment

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Grading Rubric

Directions: Please Grade Yourself Honestly in each of the 5 categories below. Each category is out of 20 points for a total of 100 points.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Presentation | Craftsman -ship | Creativity/Design | Completion | Fulfillment of Criteria | Total  (Out of100) |
| Student | /20 | /20 | /20 | /20 | /20 | /100 |
| Mr. Harmon | /20 | /20 | /20 | /20 | /20 | /100 |
| Comments |  |  |  |  |  |  |

Final Grade\_\_\_\_\_\_\_\_\_\_\_\_\_/100\_\_\_\_\_

This is what students would receive at the beginning of the year, and we would review it every few months and with every project to clarify how they will be graded.

Project Grading Rubric – Explanation

Directions: This is meant to expound upon this rubric so you will know exactly how you are graded throughout the school year. First, you will grade yourself honestly. Then I will grade you and leave comments as necessary. Lastly, if you ever have a question about a grade, don’t hesitate to ask me.

Explanation of 5 grading categories:

* Presentation- Here I will be looking for work that is presented in the best fashion possible. If it is a 2-D piece of artwork it should be clean, unbent, and well taken care of. If it is a research paper or other assignment, it must look good, be well organized, and professional.
* Craftsmanship – Here I will be looking for the evidence of the skills that we have been learning and the quality of work you are producing. The most important point with this portion of your grade is that you are taking your work seriously, and doing your best, without being in hurry. Are you doing your work carefully? If this was your business, and you were doing your work for a client, would they be happy with your finished results?
* Creativity/Design – Here I will be looking for your creative voice/style and the design/composition of your piece. Is your work interesting to look at? Is it unique? Is the design sound? Are you following the design principles we have learned? What are you trying to say with your artwork?
* Completion – Are you finished? Can I tell you are finished? Are there areas that stand out from a distance because you hurried to finish parts that you deemed unimportant? Have you erased smudge marks and taken time to carefully find a place to sign your name?
* Fulfillment of Criteria – This will change with each assignment, but is crucial to getting a good grade. Make sure that you follow and complete the assignment in its entirety.

Mock Graphic Design Job: Objectives and Grading Criteria

This page will explain the project objectives, and what I will be looking for. You must fulfill the criteria and show that you have reached and learned the objectives to get full credit for the project. Remember, if you are diligent and work hard, you will learn and grow. To become great at anything you must put forth the effort.

Objectives:

* Take on a mock real life graphic design job, and show me through the use of the skills that you have acquired in this class, that you can complete the job in a professional manner.
* Prove to me that you have learned Photoshop and demonstrate your learning through the completion of your assigned task.

Teaching & Instruction:

* You will draw one piece of paper from a bucket that will contain your job/assignment.
* You will be the graphic design firm and art director of the project you choose.
* Your fellow classmates can be used to for support, critiques, and advice.
* I will be your client. Don’t show me your work, unless you are ready to discuss your image and design choices/thumbnails.
* Your final will be printed in color, and presented to me (your client).
* Your grade for the project will be based on our grading rubric. Below you will see the specific Criteria for this assignment

Criteria – what you must do and show

* Did you handle the project in a professional manner?
* Did you use tools that we learned in class?
* Did you research and find other creative ways to complete your project?
* Did you make sure your client was satisfied, and willingly fix things he wanted improved or changed?
* Is your design finished, complete, and professional?
* Did you demonstrate ability to solve problems and preserver through hardship?

Pre-service/Inservice Plan

Positive Factors/Driving Forces:

* Small Class Sizes
* All secondary students have personal school issued laptops
* New Color Printer Coming for printing and displaying student work and photography
* Wacom Tablets on the way
* Adobe Suite
* I have an Illustration Degree and took some graphic design and digital painting classes in college.
* Lots of support from administration, fellow teachers, school board, and community.
* New Yearbook Program/Company that we are excited to work with.
* Lack of personal work and examples to truly motivate students

Negative Factors/Restraining Forces:

* Only 2 good cameras
* We might not have $ for new textbooks this year
* I’m not an expert in Photoshop or the adobe suite, and need books, resources, and practice to refresh before I will be able to teach effectively.
* Not very experienced with journalism or yearbook design and creation
* Slow internet connection during school hours
* Little prep time during school days to prepare and hone lessons.
* I need some professional development with the adobe suite and with digital painting.

Plan:

* Advertise to local businesses to raise money for textbooks and better cameras and photography equipment.
* Order a few textbooks until we can get enough for each student.
* Take time to learn the Adobe Suite this summer, and practice all I can.
* In the near future attend a workshop or training on Photoshop.
* Attend a training for Journalism and Yearbook design and creation
* Buy a better lens for my personal camera and become a semi-professional photographer
* Develop my professional portfolio and seek out illustration jobs
* Illustrate my first children’s book
* Get my paintings, illustrations, and photography into art galleries.
* Search out grants and seek money to expand program so it can be more professional.
* Seek out community members that can present information on graphic design, and show how they use it in their professional work.
* Take students on a trip to museums with Photography and Graphic design work on display
* Large format printer for printing high quality work to bring to the Wyoming High School Art Symposium

What another teacher coming in would need to implement my Curriculum:

* Knowledge of Photography
* Knowledge of Graphic Design
* Knowledge of Illustration
* A working knowledge of Photoshop, InDesign, and Illustrator
* Motivation to teach and help students to succeed.
* An understanding of the equipment: Wacom Tablets, Printer, yearbook program, cameras, etc.
* Personal Experiences and examples to show students

**Curriculum Evaluation Plan:**

**Design stage** (needs assessment) – The initial data used to determine the needs for this new curriculum was sound. I firmly believe that no curriculum can be perfect for the needs of every school and every student, so this curriculum will require more study, tweaking, and revising from year to year. Students, schools, and communities needs should constantly be evaluated. The next are that should be explored is having outside experts look at the curriculum to make sure that it is sound. I suggest that no teacher should teach the exact same thing from year to year, and that is the way that this curriculum is intended. As new technology is created, and new problems arise in society, the curriculum will need to change. Data in this stage will be collected from the success or failure of the program, but also from professionals and organizations that really know and understand the big picture and what is really needed in a sound art, photography, and design program.  
  
**Installation stage** – This stage of the evaluation plan is key. How is the curriculum working? Below I will list a variety of questions that must be answered as we embark in this stage to answer the question of how well it is working:

* Is the design sound, and organized in a way that facilitates learning?
* In addition to the pre-service/in-service targets, are there other important activities that further the allow all teachers to implement the curriculum as it was written?
  + Does the teacher have enough support materials?
  + Does the teacher have knowledge and a background in the subject area?
* Does the teacher have access to the materials he/she needs to fully implement the curriculum?
* Is the curriculum ultimately being taught as it was intended?
  + What will we do if it isn’t?
  + Can more training be given?
  + What will facilitate implementation of the curriculum?

This stage is vital to the success of a curriculum. If problems in the implementation aren’t caught soon, teachers will revert to old habits and curriculum. Thus, this implementation stage must be monitored through observations, but mostly through collaboration with other art teachers, where teachers and curriculum personnel can discuss needs, changes, frustrations, and worries about the new material.

**Process stage** – Here I will need to look at each of the learning objctives and goals and assess how well they are being fulfilled. Below you will find a series of questions tied to the learning objectives and parts of the curriculum that will be analyzed, evaluated, and answered as a part of this process.

* What evidence is there that students are gaining confidence in the use of photography and design as an artistic medium?
* Are students gaining a greater knowledge of the history of graphic design and photography, and come to understand how they affect our culture today?
* How are student’s self-confidence, and their abilities to work with a group growing?
* Are students learning to solve problems in design and photography?
* Are students preparing work to be shown at art competitions, and building a portfolio?
* How satisfied, motivated, and engaged are students in creating the yearbook?
* Are students and teacher learning from critiques and learning to communicate what pleases them aesthetically?
* What will I do now with these answers to change my teaching, process, and classroom environment as I teach this curriculum to keep students and myself more satisfied, motivated, engaged, and involved in the curriculum?

**Product stage** – Here, the product stage will be an overall assessment of the curriculum. I will look at students’ knowledge and understanding of the content knowledge when they came into the class, and compare it to what they learned. I will also hand out a survey at the end of the school year to find out what students learned and what they liked and disliked about the class (see appendix IV). The survey will give me data on what was most valuable to the learners, and what they remember most about the class overall. I will look at the aim, curriculum art standards, and goals and objectives and examine how well the curriculum delivered. How well did I close the gap in students abilities to become photographers and designers? Are students now more excited about design and photography and better prepared than before? I will know the answers to these questions as I critically examine the data mentioned before. The data will give me information to assess the actual curriculum product, and what changes and tweaks might need to be made.   
  
**Cost stage** – Here I will carefully weigh the benefits of the new program and compare it with the costs. Already, by changing yearbook companies to TreeRing, we are saving our school and parents almost $2,000. The Wacom tablets are being purchased with money from our yearbook fund, and will last many years. So, the real or nominal costs that must be considered are these.

* Future camera equipment costs (around $1200 a year)
* Textbook costs (10 x $100 = $1000 every 5 years or $200 a year)
* Printer supplies and ink ($200 Year)

So, the yearly cost = around $1600

We were subsidizing the extra burden of the $2,000 costs of the yearbook company by selling yearbook adds, and plan to continue doing that. Before the adds were actual adds, but now we plan on them sponsoring the yearbook, and we will recognize them on a sponsor page in the yearbook. If we can get If we can get 50 businesses to sponsor us with $20, we will make $1000 or so a year bringing the yearly cost closer to $600.

In all actuality we are spending more than $600 a year currently on the yearbook program. When we analyze the bottom line of student improvement in proportion to cost it will be easy to conclude it was worth it if students are improving and growing at a faster rate than before.

**Appendix I:**

**FINE AND PERFORMING ARTS** - **Standards**

**FA 11.1 Creative expression through production** students create, perform, exhibit, or participate in the arts.

FA 11.1.1 Students select, use, and combine artistic elements, principles, technical skills, and materials to produce artistic works and achieve desired goals.

FA 11.1.2 Students refine artistic skills and develop self-discipline through rehearsal (theatre, music, and dance), practice, and revision.

FA 11.1.3 Students collaborate with others in the creative artistic process.

**FA 11.2. AESTHETIC PERCEPTIONVALUING** Students process, analyze, respond to, and make informed judgments about the Arts.

FA 11.2.1 Students recognize, describe, and analyze how technical, organizational and artistic elements and principals contribute to the ideas, quality, and effectiveness communicated by the art form.

FA 11.2.2 Students state preferences for individual artistic works and provide rationale for those preferences based on an analysis of artistic elements, principles, and personal experiences.

FA 11.2.3 Students use new and traditional materials, tools, techniques, and technologies to investigate and evaluate artistic works.

FA 11.2.4 Students analyze and communicate how aesthetic, organizational, and technical elements contribute to the ideas, emotions, and overall impact of artistic works.

**FA 11.3 HISTORICAL AND CULTURAL CONTEXT** Students demonstrate an understanding of the Arts in relation to history, cultures, and contemporary society.

FA 11.3.1 Students describe and explain distinguishing features of an art form in the context of its history and culture.

FA ll.3.2 Students explain the relationships between the Arts and historical, cultural and contemporary concepts or events. Students then analyze the impact of these relationships.

**FA 11.4 APPLICATIONS TO LIFE** Students connect and relate the Arts to other disciplines and to society.

FA 11.4.1 Students demonstrate appropriate behavior for the context and style of art presented.

FA ll.4.2 Students identify and explain interrelated concepts among the Arts, other disciplines, and society.

FA ll.4.3 Students identify skills used in vocational, cultural, and recreational opportunities in the Arts.

**Appendix II:**

**Resources:**

* Derek Lea, *Creative Photoshop CS4: Digital Illustration and Art Techniques*
* Lawrence Zeegen*, Secrets of Digital Illustration: A master class in commercial image-making*
* Scott Kelby, The Digital Photography Book
* Susan Tuttle, Digital Expressions: Creating Digital Art with Adobe Photoshop Elements
* Steve Caplin, Art and Design in Photoshop: How to simulate just about anything from great works of art to urban graffiti
* Adobe Creative Team, Adobe Photoshop CS5
* YouTube Videos and Online Tutorials for Photoshop and Digital Painting.

**Appendix III:**

Weekly Yearbook Page Creation Requirements.

* Each week you are required to complete 1 page for the yearbook.
* You will make sure that you have the pictures that you need, and that it is ready for the editors to look at.
* You will work on the pages for homework for anything that you didn’t have time to finish during class time (either because of being absent or because of other reasons.
* Each week until the yearbook is done, we will continue this process.
* Each Monday I will grade these pages for completion creativity and design.
* This will be worth 25 points a week.

You can work on any pages that need done as long as you have approval from the person the page is assigned to.

* Please work hard, we must work through the frustrations of life touch to complete this project.

This sheet will be turned in each Monday to me.

Your Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which pages did you complete this week? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What went well with your designs?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you learn anything new this week?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/50

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you! A huge objective for this class is for you to learn professionalism, and to turn things in on a deadline. Each Monday, at the beginning of class your yearbook page is due with this paper telling me which pages they are so that I can grade them and give you your points for the week.

I will give you one of these papers each Monday and the first thing you must do is to figure out which page you will accomplish that week.

Appendix IV:

Class Survey/Critique

1. What project did you enjoy the most this year and why?
2. What project did you learn the most from this year and why?
3. What was your favorite thing you learned in photography and design this year?
4. From what you learned what do you think will be the most beneficial to your life?
5. As a teacher, what did you like about Mr. Harmon?
6. From your perspective what would make Mr. Harmon a better teacher? What could he do differently?
7. What didn’t you like about Mr. Harmon and Yearbook class this year?
8. Did you feel safe in class? Why or Why not?
9. Did you feel time was used wisely? Why or Why not?
10. Were Mr. Harmon’s critiques, advice, and help useful in helping you develop as an artist?
11. Did you ever feel put down, criticized, or judged unfairly?
12. Did Mr. Harmon help you to feel good about yourself and your abilities as an artist? How?
13. What would you like to see or experience next year that would make our yearbook, photography, and design program even better.