

I. PRELIMINARY INFORMATION:

- A. **CLASS:** Photography
 B. **TITLE OF UNIT:** Editing and Output/Basic Photoshop
 C. **TITLE OF LESSON:** Photoshop Editing and Output
 D. **MLO/COMPETENCY FOCUS:**
 E. **DATE & TIME:** —
 F. **WEEK OF INSTRUCTION:**
 G. **INSTRUCTOR:**
 H. **ADDITIONAL INFORMATION:**

II. EXTERNAL ALIGNMENT:

*(Which **external standards** are driving our objectives? State core academic standards? National core academic standards? State or national technical/clinical standards? While we may identify the organizational name and number here, we must **KNOW** the spirit of the standard, and ensure we are actually teaching and assessing the standard (and not merely listing the standard's number.)*

(use this column for course evaluation / improvement suggestions)

(Standard Source)

(Specific Standard Set & Number)

Common Core State Stds:

III. STUDENT PERFORMANCE OBJECTIVES:

*(**Objectives** must drive the content, which in turn drives the student assessment. All three must be consistent (verb levels & domains). If this is accomplished, the curriculum is said to possess Internal Alignment.)*

*(**OBJECTIVES** → content → assessment = Internal Curriculum Alignment)*

Psychomotor:

Create a new appropriately sized image using adobe Photoshop.

Edit images (e.g., color, filter, tint, contrast, watermark, brightness)

Manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)

Cognitive:

(Know why to apply image mode (e.g., convert RGB, CMYK, grayscale)

Know how to determine appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps) and apply appropriate resolution settings for intended use of image

Affective:

Feel it's important to save an image appropriately according to end use.

Feel it's important to create a new using appropriate image size and resolution.

IV. TEACHING METHODS AND TECHNIQUES:

(Category)

(Specifics)

Illustrated Lecture

Show students how to create a new appropriately sized image using adobe Photoshop.

Show students the toolbar and how to edit images (e.g., color, filter, tint, contrast, watermark, brightness) and manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)

Show students how and why to apply image mode (e.g., convert RGB, CMYK, grayscale)

Discussion

Explain to students how to determine appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps) and apply appropriate resolution settings for intended use of image.

Other:

V. RESOURCES REQUIRED:

(Category)

(Specifics)

Computer/Projector

with Adobe Photoshop

Other: A variety of images saved in different sizes and resolutions.

VI. INTRODUCTION:

This unit will teach you how to create, open and edit images in Adobe Photoshop. Adobe Photoshop is a powerful tool. Knowing this program means you can do anything from basic editing to imaginative special affects.

VII. CONTENT:

(objectives → **CONTENT** → assessment = Internal Curriculum Alignment)

Phot Shop toolbar

Create a new appropriately sized image using adobe Photoshop.

Edit images (e.g., color, filter, tint, contrast, watermark, brightness) and manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)

Apply image mode (e.g., convert RGB, CMYK, grayscale)

Appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps) and apply appropriate resolution settings for intended use of image.

VIII. SUMMARY:

There are people out there that have been using Photoshop for years and still do not know all the tools. Photoshop is a powerful as you make it and it is a program worth mastering because the possibilities are endless.

IX. STUDENT PERFORMANCE ASSESSMENTS:

(objectives → content → **ASSESSMENT** = Internal Curriculum Alignment):

Psychomotor:

Create a new appropriately sized image using adobe Photoshop.

Edit images (e.g., color, filter, tint, contrast, watermark, brightness)
and manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)

Cognitive:

Know when to apply image mode (e.g., convert RGB, CMYK, grayscale)

Know how to save appropriate image file formats (e.g., bmp, tiff, jpeg, gif, pict, eps)
and apply appropriate resolution settings for intended use of image.

Affective:

Feel it's important to save an image appropriately according to end use.

Feel it's important to create a new using appropriate image size and resolution.

X. ASSIGNMENTS (reinforce major lesson components):

Lab project. Have students create a new 8"x10" image at 72dpi and one at 300dpi. Have the students drag the same image in and zoom in and compare. Then have students adjust the color mode on the 300 DPI image and see if there is any noticeable difference.

Group Activities:

Divide students into groups for "Think-Pair-Share".

1. Ask the students when you would want to save an image as a bmp, tiff, jpeg, gif, pict, and eps. (one or two file types at a time)
2. Give time for student to think about the answer.
3. discuss their answers as a pair
4. Share their responses with the class.

(select)

XI. RELEVANCE TO FUTURE LESSONS:

This unit will enable you to edit and enhance your photographs making more pleasing photos. You should save and store all of your photos in an organized fashion. This will make creating a portfolio much faster.

XII. LESSON/COURSE EVALUATION:

(Which part of this lesson worked? What didn't? How can we improve this lesson, unit, course? Make notes now to initiate the course evaluation/improvement process...)