

## Photoshop Digital Graphic “myPod”

Timing: Unit Activity approximately one week

Grade Level: High School

Subject: Digital Graphics / Electronic Media

Advanced Technology Applications



### Lesson Description

Often students find it hard to work with PS selection tools and to come up with original ideas. This activity is designed to show first year students how easy it is to be original and set themselves up for artistic success as well as becoming creative designers. In constructing a graphic illustration (myPod), students learn to think and be creative with Photoshop tools. Use this lesson to introduce the concept of light and reflection and essential application skills. Students will create a digital myPod to illustrate their understanding of the concepts presented. Digital compositions can be extended into other applications in the Adobe Creative Suite and design elements and principles, such as balance and space, color, shapes, textures and text can be seen as universal to excellent design. The desired outcome is a “fun” experience in developing a passion for learning.

Students will: one of many Video Tutorials on PS Basics <http://www.graphicsdistrict.com/tutorials/video/photoshop-cs2-selections-part2/>

- Use Adobe Photoshop to create an original digital composition with a selected theme
- Learn basic organizational and editing skills using the Layers Palette
- Use, practice and learn PS selection & color tools, transformation options, and composite skills
- Manipulated and transformed to form an accurate illustration using application skills
- Demonstrate understanding of the application and design concepts presented through an organized layered Photoshop document illustrating the project theme.

**Lesson Materials** <http://www.adobe.com/products/photoshop/photoshoptextended/features/>

- Adobe Photoshop CS current version
- Process Guides / Example Gallery
- Lab with work stations & set up for demonstration
- Digital examples with teacher demonstration
- Reference Materials: on Elements & Principles of Design and Assignment Overview with Check List
- Adobe Help Menu Overview



### Lesson Steps

Introduce the project <http://swhs.springbranchisd.com/movies/PS%20FUN.mov> <http://www.goshen.edu/art/ed/Compose.htm#balance>

1. Introduce the myPod illustration project to students. Explain why it is important to learn how to make accurate selections. Demonstrate using the tool bar and options menu. Explain the “color picker” and gradient options. Demonstrate shape tools options and related application and compositional issues. Continue the reinforcement of learned application skills and processes. Stress organization. (Layer Groups)
2. Review concepts of light and shade as it relates to form. Students should develop a critical eye for design excellence. Go over basic color theory and the difference between raster and vector programs.
  - Go to various web sites for a background on application & compositional elements (Demo)
  - Practice organizational skills by showing how to use Bridge basics with Photo Booth files.

Creating the project <http://www.graphicsdistrict.com/tutorials/video/photoshop-cs2-resizing-images/>

### 3. Have students construct their myPods

- Students arrange panels
- Students create a new document (8 by 10 in RGB/72 transparent)
- Students pull guides
- Students make a selection & stroke on new layer
- Student use the linear gradient option to create shading for form
- Students use transformation options and shape tools. New layers created for each illustration part.
- Students import Photo Booth photo and place on screen.
- Students make layer groups and then create a new layer for an interesting background.
- Students pillow emboss screen, fill out file info, sign, and save to the correct folder.



The background can be as complex as the experience level of the student, however it should complement the composition. <http://daphne.palomar.edu/design/bsymm.html> <http://home.att.net/~RTRUSCIO/COLORSYS.htm>

### 4. Students can “draw” with the use of tools in Adobe Photoshop CS4. By knowing how to create “form” using application skills, students can better understand the use of PS layer styles. After students have created their myPods, demonstrate how important the arrangement of objects on a page is to the design

Resources\_ <http://www.adobemagazine.com/> <http://www.adobe.com/support/training/products/photoshop.html>

WEB site Basic Skills\_ <http://graphicssoft.about.com/od/photoshop/l/blps504a.htm> [www.lynda.com](http://www.lynda.com)

### 5. After students have created their Digital Compositions, instruct them to fill out a Check List on the required elements for a successful design.



Presenting the project: [www.photoshop.com](http://www.photoshop.com) (demonstrate PS Screen Modes)

6. Have students share their creative PS effects with other class members
7. Have a digital and hard-copy Gallery Display of selected student works

### Extension Activities [www.kougarmedia.com](http://www.kougarmedia.com)

You can extend the content in this lesson into other simple shapes as shown

#### Visual Communication Objectives covered by this lesson Associate Certification

SITES: [Web Communication](#)  
[Rich Media Communication](#)  
[Visual Communication](#)

- **Identifying design elements when preparing images**
  - 2.1 Demonstrate knowledge of image resolution, image size, and image file format
  - 2.2 Demonstrate knowledge of design principles and image composition.
  - 2.3 Demonstrate knowledge of typography.
  - 2.4 Demonstrate knowledge of color correction using Photoshop CS4.
  - 2.5 Demonstrate knowledge of image generating devices
- **Understanding Adobe Photoshop CS4**
  - 3.1 Identify elements of the Photoshop CS4 user interface and demonstrate knowledge of their functions.
  - 3.2 Demonstrate knowledge of layers and masks.
  - 3.3 Demonstrate knowledge of importing, exporting, organizing, and saving.



- 3.4 Demonstrate knowledge of producing and reusing images.
- 3.5 Demonstrate an understanding of and select the appropriate options required to implement color

- **Manipulating images using Adobe Photoshop CS4**

- 4.1 Demonstrate knowledge of working with selections and measurement.
- 4.2 Use Photoshop guides and rulers.
- 4.3 Transform images

Students should demonstrate an understanding of the basics light and shade, composition and PS technique:

- PS brush tool options can be used to create “airbrush effects” \_leads to better understanding of styles
- PS selection tools provide a way to tell the application the intentions of the artist
- PS layers provide a way to organize and manipulate
- Experience gained from creating a simple object in a creative digital document is “priceless”

**Assessment see also: ISTE NET\*S Standards for Students**

<http://www.adobe.com/education/instruction/teach/visualdesign.html>

	<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Image</b> Did the student complete a digital graphic showing the image as a form?	Absent or incomplete image	Creates a visual image of a concept related to the assignment.	Creates a clear and precise visual image of a concept related to media players and compositional organization
<b>Research</b> Did the student acquire the required information?	Absent or incomplete document	Provides a document as assigned, on the principles of design and a clear description of PS skills	Provides documentation detailing compositional balance and the use of Photoshop skills
<b>Presentation and Understanding of PS skills</b> Did the student solve the problem?	Absent, incomplete, or unfocused presentation	Presents a psd file as detailed in the check sheet.	Presents a clearly outstanding psd presentation. Makes a clear connection to composition and the use of PS skills. Demonstrates the best techniques (as listed in the check lists) to create the image.  Extra credit for inventive application techniques

\*Visual Design Curriculum with instructor project guidelines and reproducible student materials from Adobe

<http://www.adobe.com/education/instruction/teach/visualdesign.html>

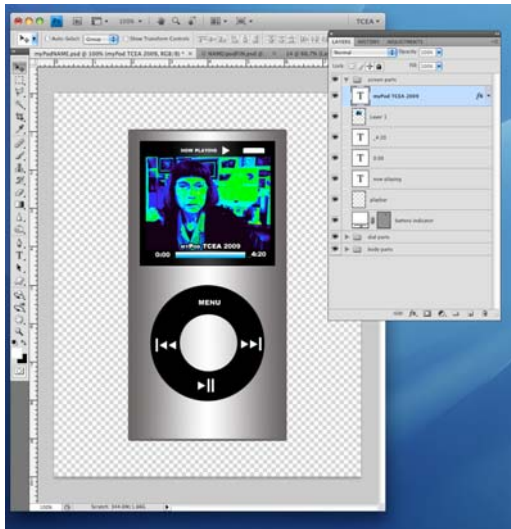


This lesson can be altered in many ways to allow for the creative use of a simple idea. For beginners, I have found that making simple graphics is the easiest way to introduce the essential PS skill sets and at the same time give a feeling of accomplishment and success. Many thanks to Adobe for this wonderful tool

<http://www.adobe.com/education/>

[http://ncsu.edu/midlink/rubric\\_how-to.htm](http://ncsu.edu/midlink/rubric_how-to.htm) RUBRIC How-to

### LESSON MATRIX



	Project management	Design	Research and communication	Technical
<p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Principles of image composition</li> <li>Color enhancement and light and shade techniques</li> <li>Understanding the importance of file formats, resolution, and file size</li> <li>Understanding the importance of palettes, layer management and tool selection</li> </ul>	<ul style="list-style-type: none"> <li>Managing files and using file-naming conventions</li> </ul>	<ul style="list-style-type: none"> <li>Understanding basic composition</li> <li>Understanding color and effects</li> <li>Understanding file formats, resolution, and file size</li> <li>Understanding text as a design element</li> <li>Understanding shape / form</li> </ul>	<ul style="list-style-type: none"> <li>Communicating ideas clearly; using correct terminology</li> <li>Understanding copyright issues and fair use guidelines</li> <li>Critiquing Digital Works</li> </ul>	<p><i>General</i></p> <ul style="list-style-type: none"> <li>Drop verses cast shadow</li> <li>Vector/Bitmap</li> </ul> <p><i>Photoshop</i></p> <ul style="list-style-type: none"> <li>Understanding the Photoshop interface</li> <li>Importing and working with various file formats</li> <li>Working with layers</li> <li>Selection options</li> <li>Using swatches</li> <li>Adjusting</li> <li>Color Pickers</li> <li>Adjusting levels and colors</li> <li>Editing, resizing, and straightening images</li> </ul> <p><i>Acrobat Professional</i></p> <ul style="list-style-type: none"> <li>Creating PDFs</li> </ul>
<p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Understanding and selecting file formats</li> <li>Exploring color theory and design principles</li> <li>Understanding the importance of redesign in the design process</li> <li>Creating pattern by transforming</li> </ul>	<ul style="list-style-type: none"> <li>Managing files and using file-naming conventions</li> <li>Organization of digital media</li> <li>Managing a file project collection</li> <li>Factoring in design stimulus as a mood element</li> </ul>	<ul style="list-style-type: none"> <li>Understanding color theory</li> <li>Identifying the difference in color modes</li> <li>Transformations</li> <li>Understanding design principles</li> <li>Creating and editing graphics and photos</li> </ul>	<ul style="list-style-type: none"> <li>Investigating Digital Design</li> <li>Critiquing designs</li> <li>Psychology of pattern</li> <li>Light and color</li> </ul>	<p><i>Photoshop</i></p> <ul style="list-style-type: none"> <li>Using guides and rulers, and selections</li> <li>Layer options grouping / blending modes</li> <li>Using a digital camera files</li> <li>Transforming &amp; modifying</li> <li>Adding text to images</li> <li>Outputting for web</li> <li>Outputting for print</li> <li>Outputting for video</li> </ul>

<http://www.3dtotal.com/ps100/pstut100.html#html> Interesting PS Tutorials

Real iPod Nano Example\_ TIP\_ as light hits the surface of the iPod, it creates a lighter area on the raised surface, this lighter color defines the form. The outline creates the shape but for a shape to become a form it needs light. The Photoshop artist has many different tools for doing the same job. It is up to him or her to select the best and most efficient.



PS FUN



<http://www.photoshopper.com/>