Unit 3: Painting with Pictures
7 Grade Media Arts
14 Class Meetings
Created: May 2022

Essential Questions

- How can photo editing be used to create an image that is of a more traditional artistic quality?
- How can we, the artist, manipulate preexisting space to create unique original artworks?
- What benefit is there to creating unique original pieces of art using already existing imagery?

Enduring Understandings with Unit Goals

EU 1: Like traditional painting a photo editing software can be used to create unique pieces of artwork, while piecing together a scene using other artwork.

- Explore traditional paintings and artworks created throughout history
- Discover methods in which digital artists are creating images that could be mistaken for paintings within photo editing programs without needing to draw or paint themselves.

EU 2: Image editing software can be used to express creative intent by making a whole new composition from many separate images.

- Iterate on the foundation that layers within an image are separate components of a whole.
- Apply knowledge of photo editing tools to blend image layers together and create a uniform image.
- Demonstrate ethical use of the intellectual property of others.

Standards

National Media Arts Standards:

- MA:Cr1.1.6: Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.
- MA:Cr2.1.6: Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.
- MA:Cr3.1.6b. Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.
- MA:Pr5.1.6c: Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.
- MA:Pr6.1.6: a. Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.
- b. Analyze results of and improvements for presenting media artworks.
- MA:Re7.1.6: a. Identify, describe, and analyze how message and meaning are created by components in media artworks.
- MA:Re9.1.6: Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- MA:Cn10.1.6: a. Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.
- MA:Cn11.1.6: a. Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

ISTE Standards

- Standard 1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  o 1d. Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

- Standard 3. Knowledge constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  o 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  o 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
  o 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

- Standard 6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
  - 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
  - 6d. Students publish or present content that customizes the message and medium for their intended audiences.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Advanced Image manipulation:
   - Revisit Photoshop tools to learn new methods of implementing them in editing a photo.
   - Master the use of selection tools to create the illusion of uniformity.
2. Artistic intent:
   - Formulate a plan for an original work of art using a collection of photos.
   - Find photos that align with the theme of the assignment blending real and surreal elements together
   - Create an image representing the Isekai Story trope using multiple photographs.

Key Terms – Isekai, Composite Image, Lasso, magnetic lasso, rectangle select, elipse select, magic wand tool, Layers, Filters, Setting

Unit 3: Painting with Pictures
7 Grade Media Arts
14 Class Meetings
Created: May 2022

Daily Learning Objectives with *Do Now Activities*

Students will be able to…

- Compare and contrast the primary differences in digital and traditional art and brainstorm what we can do to bridge those differences.
  - Do Now: Can you create traditional art using a computer?
- Practice using selection tools to remove a background from several photos of people.
  - Do Now: List a photoshop tool that can be used to select part of an image and explain how it works.
- Implement a selection tool to remove object/props from several photographs
  - Do Now: What tool worked best in removing a background from a person?
- Apply a selection tool to remove Architectural Structures from several Photographs
  - Do Now: What is the best tool to remove an object with straight edges?
- Remove objects from a photograph using a Healing/stamp tool to preserve the details of the overall photo
  - Do Now: Describe a time that you had a photo ruined because of an out of place object.
- Edit preselected group of images to create one composite image in Photoshop. **
  - Do Now: What photoshop tools could you use to **blend** multiple images together?
  - Do Now: What is a composite image?
- Utilize filters on your composite image to create Unity within the composition.
  - Do Now: When looking at your composite image what does not look like it belongs?
- Research images based on the Isekai story theme: Normal person transported into an unfamiliar place, usually of a fantasy setting. **
  - Do Now: Give an example of a story that you wish you could live in.
  - Do Now: Give an example of a movie, show or cartoon that uses the Isekai story theme.
- Create an image of a person transported into an unfamiliar setting using at minimum 10 separate photographs. When complete the image should look like a traditional piece of art.***
  - Do Now: What setting did you choose for your image?
  - Do Now: Reflecting on yesterday, do you believe you have made good progress?
  - Do Now: What do you have to do today to complete your assignment?
- Reflect on the process of creating a **believable** composite image in photoshop that resembles a traditional piece of art.
  - What do you feel was most successful in your artwork? What do you feel was the least successful?

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Small group instruction
- Strategic grouping
- Guided notes
- Instructional videos
- Teacher/student modeling
- Written feedback – teacher and peer
- Think-write-pair-share and small-group discussions
- Accountable talk
- Homework
- Anchor charts
- Conferencing
- Speech to text
- Key vocabulary - translation, reinforcing the contextual definition with visuals
- Do-nows as vocabulary review
- Culturally responsive teaching
- Explicit modeling
- Non-verbal Assessments

EL DIFFERENTIATED INSTRUCTION:

- TWPS (Think, Write, Pair, Share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit Modeling
- Key Vocabulary
- Graphic Organizers
- Strategic Grouping
- Non-verbal Assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- CFU – Check for Understanding
- Exit Slips
- Accountable Talk Discussions
- Assignment completion

SUMMATIVE ASSESSMENTS:

- Quiz on EUs
- Performance Task – "Isekai Landscape Painting" (EU-2)

Unit 3: Painting with Pictures
7 Grade Media Arts
14 Class Meetings
Created: May 2022

Unit Task

Unit Task Name: "Isekai Landscape Painting"

Description: Students will demonstrate their proficiency in using Photoshop to create an original artwork with a painterly look. (EU1) The theme of the assignment is the Isekai story trope where an individual is transported to an unfamiliar realm and tasked with building a new life or finding their way home. They will accomplish the task by using many different photographs merging elements from each into 1 unique setting. (EU2)

Evaluation: Summative assessment and Rubric #5 Responsibility.

Unit Resources

- Chromebooks
- Computer Lab
- Google Classroom
- Google Chrome
- Google Docs, Google Slides
- Cell phones, digital cameras, tripods
- Teacher computer
- Classroom monitor (TV)
- Pexels
- Photoshop
- YouTube Video Tutorials