



DUPLICATE ME!

A UNIT FOR 11TH GRADE



UNIT PLAN

DUPLICATE ME!

Subject(s) Photography, Photoshop

Grade 11th Grade

Number of Lessons 5

Time Allotment 50 mins

Central focus of the Unit/Big Ideas

The central focus of the unit is to cultivate artistic and creative ideas for digital art making. Throughout the unit, students will get hands-on experience on professional digital photography and compositing to recognize how innovative and problem-solving thinking can be developed through the digital art making process.

Assessments

- **Pre-assessment:** Understanding each students' strengths, weaknesses, engagement level, and their interests. (Individual assessment as a base for both informal and formal assessments to assess students on how much they grow individually throughout the learning segment.)
- Do now questions to assess students' prior knowledge
- **Formative assessment:** Students will be observed throughout warm ups, class discussion, turn & talk, Q&As, check-ins for progress and understanding, and working period.
- **Summative assessment:**
 Final artwork: how the work reflects the student's understanding of the lesson objectives, materials, and academic languages.
 Class participation: student's respectful behavior towards the art materials, workstations, peers' art works, time for demo and group discussions.

Student Support and Differentiation

Whole Class:

There will be a hand-out with a DSLR camera diagram with each part's name and function. Students will also get a chart explaining different tools on Photoshop and what kind of effects they can create. The steps of cloning images will be also broken down and listed so that the students can refer to as they work on the project.

Groups of students with similar needs/Individual students:

Students who struggle to understand the interface of Adobe Photoshop will be given a link for online tutorials they can watch during class time or at home. They will be given extra time and individual attention with a second round of demonstration and Q&A. Students with advanced skills will get an extra option for experimenting with advanced tools or even compositing moving images.

Students with IEP's or 504 plans:

Students will be assessed by individual progress and personal growth. Students will be allowed to simply just play around with tools and equipment they are provided.

Lesson#1 Digital Photography

Unit Title: Duplicate Me
Lesson Plan #: Lesson 1
Grade: 11th Grade

Length of each period: 50 mins
Number of days: 1

Essential Questions:

- What kinds of professionals are related to digital photography and Photoshop?
- How do knowledge and skills in the arts broaden career opportunities?
- How does the presentation of artwork affect how the viewer perceives and interacts with the artwork?

Lesson Objectives:

Students will be able to...

- Observe the variety of digital photography to analyze digital photographer's roles and professional techniques
- Utilize a DSLR camera by exploring different modes and settings on DSLR camera
- Practice a proper way to set up a camera on a tripod and how to stage a scene
- Discuss artistic elements in photography including depth of field and balance

Materials –Artist/ Visual Text /Technology/ Resources:

Required: DSLR Camera, tripod, computer or laptop, Adobe Photoshop(software)
 Optional: Lighting equipments

Visual References/Art Historical References:



Afghan Girl (1984) - Steve McCurry



Dovima with Elephants (1955) - Richard Avedon



Untitled #49 (2002) - Laura Letinsky



Untitled #54 (2002) - Laura Letinsky

Academic Vocabulary:

Analyze, Compare, Contrast, Construct
 Compositing, Composition, Stabilize, Horizontality, Balance, Rule of Thirds, Depth of Field,
 White Balance, ISO, F-stop, Staging

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI VA:Cr3.1.HSIII		VA:Re8.1.HSI VA:Re9.1.HSII	VA:Cn10.1.HSI VA:Cn11.2.HSI

Task Analysis/Procedure

A. Motivation/Spark/Launch

A warm up hand out on brainstorming personal interest and objects to use for digital photography

Key Questions

“What is digital photography and where do we use them for?”

“How is it different from film photography?” “What are the skills the professional digital photographers have?”

“What kind of images do artists create with digital photography?”

Review or Transition from Previous Period

“How many of you have used a DSLR camera and a tripod before?”

B. Presentation of Lesson Objectives

- Lesson on digital photography and the settings and modes on the camera
- A slide show on Steve McCurry, Richard Avedon, Laura Letinsky
 “What are the elements you should consider before you take pictures?” “What is the rule of thirds and how do you achieve it?” “Why is it important to use a tripod?”
 “What do you notice about the background?” “Why is balance important in photography?”

C. Modeling/Demonstration

- Demonstration on how to set up a camera on a tripod, switching modes and brightness, setting timer on DSLR camera
- Describing common mistakes and misunderstanding on lighting and composition

D. Closure

- Files transfer from SD card and backing-up the image files
- Option: Taking more pictures outside of the school and bringing them in for next class

Lesson#2 Photoshop Compositing

Unit Title: Duplicate Me
Lesson Plan #: Lesson 2
Grade: 11th Grade

Length of each period: 50 mins
Number of days: 2

Essential Questions:

- Is compositing a form of art? What are the artistic aspects of the process?
- How do knowledge and skills in the arts broaden career opportunities?
- How does the presentation of artwork affect how the viewer perceives and interacts with the artwork?

Lesson Objectives:

Students will be able to...

- Define the role of compositing and professional compositing artists
- Acquire compositing techniques by exploring various tools in Adobe Photoshop
- Ask questions and discuss the potential usage of compositing
- Experiment and problem-solve the technical issues involved in the process and the digital tools

Materials –Artist/ Visual Text /Technology/ Resources:

Desktop computer or laptop, Adobe Photoshop(software)
 Optional: Wacom tablet

Visual References/Art Historical References:

Roy Peker - The Art of Compositing
<https://vimeo.com/202516691>



Adrian Sommeling



Erik Johansson

Academic Vocabulary:

Construct, Analyze, Experiment, Problem-solve
Compositing, Interface, Tools (lasso, healing brush, patch, blur, masking, clone stamp tool)

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI VA:Cr3.1.HSIII		VA:Re8.1.HSI	VA:Cn10.1.HSI

Task Analysis/Procedure

Day1

A. Motivation/Spark/Launch

- Warm up: Students will look at many different creative digital/photoshop art works to analyze and discuss how they are different from traditional art works
- Option: Students will watch a time lapse video of professional digital compositing

Key Questions

“What are the things we can create by using Photoshop? What do artists use Photoshop for?” “What is compositing?” “How do you want to change this image if you can?”

Review or Transition from Previous Period

“What were the options to change the brightness on the camera?”

“Can someone show the class the pictures you took last week?”

B. Presentation of Lesson Objectives

Lesson on Adobe Photoshop: Numbers of professionals that require Photoshop skills, review with a Powerpoint on artistic elements such as scale, composition, negative space, light and shadow, etc

C. Modeling/Demonstration

Demonstration on cloning tool, stamp tool, lasso tool, scale tool, and some other optional/recommended tools on Photoshop

D. Closure

- A hand-out with a list of tools in Photoshop from the lesson
- Recommendations on compositing artists and tutorial websites

Day2 (Working Day)**A. Review or Transition from Previous Period**

Quick Q&A on the compositing tools in Photoshop

B. Transition and Work Period (practice and application)

Students will continue exploring compositing techniques by using the photographs they took in lesson #1

C. Closure

Quick progress share and file save

Lesson#3 Duplicate Me!

Unit Title: Duplicate Me
Lesson Plan #: Lesson 3
Grade: 11th Grade

Length of each period: 50 mins
Number of days: 2

Essential Questions:

- How do artists express themselves through art making and why?
- What conditions, attitudes, and behaviors support creative risk taking and innovative thinking?
- How do personal reflection and group critique help us develop more effective work?

Lesson Objectives:

Students will be able to...

- Express themselves through creative storytelling techniques with a seamless cloning image
- Describe different usages of light and shadow and what kinds of effects they create in photography
- Brainstorm possible career opportunities in digital art
- Present their understanding in the themes and functions of compositing

Materials –Artist/ Visual Text /Technology/ Resources:

Desktop computer or laptop, Adobe Photoshop(software), DSLR Camera, tripod
 Optional: Wacom tablet

Visual References/Art Historical References:



<https://www.premiumbeat.com/blog/cool-video-trick-of-the-day-how-to-create-a-cloning-effect/>



How to CLONE yourself!! (2017) - Peter McKinnon



How to Clone Yourself in Photoshop CS6 (2013) - Dan Riddle

Academic Vocabulary:

Construct, Analyze, Experiment, Problem-solve
Compositing, Masking, Tools (lasso, healing brush, patch, blur, masking, clone stamp tool)

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.2.HSI VA:Cr2.1.HSIII		VA:Re9.1.HSII	VA:Cn10.1.HSI VA:Cn11.2.HSI

Task Analysis/Procedure

Day1

A. Motivation/Spark/Launch

A warm-up activity on acting out different roles and activities we do in a classroom

“Have you ever imagined duplicating yourself and doing multiple things at a time?”

Key Questions

“What do you think about how this artist cloned himself in the image?”

“How would you creatively use scale and composition for your project?”

“What are the elements of storytelling in art works?”

Review or Transition from Previous Period

A warm up with provided images to imitate a provided example

“Among the tools we went over last week, which tool would be crucial in order to create this kind of effect?”

B. Presentation of Lesson Objectives

- Clone Yourself: By using creativity and original ideas, students will duplicate themselves in Photoshop.
- Teacher Samples

C. Modeling/Demonstration

Demonstration of a quick cloning effect on Photoshop and common mistakes of the procedure (unmatched background, color difference created by light and shadow)

D. Transition and Work Period (practice and application)

Students will take DSLR and take pictures of themselves for the ‘Clone Yourself’ assignment.

E. Closure

- Files transfer from SD card and backing-up the image files
- Option: Taking more pictures outside of the school and bringing them in for next class

Day2 (Working Day)

A. Review or Transition from Previous Period

Discussion on more samples of cloning and storytelling

B. Transition and Work Period (practice and application)

Students will continue compositing to clone themselves and create unique stories

C. Closure

File upload in classroom folder & Quick share with class

Rubric

	Advanced 5	Proficient 4	Developing 3-2	Inadequate 1-0
Understanding of the equipment: DSLR camera and tripod	Students showed competence in digital photography and were able to experiment further than the tools provided during the lessons.	Students completed the project, demonstrated understanding of digital equipment, and followed the instructions.	Students partially used the equipment provided in the lessons and did not show any evidence of following instructions.	Students were unable to use the equipment provided in the lessons.
Compositing: Original ideas and storytelling	The final work demonstrated advanced compositing skills with seamless edits, and showed students' unique ideas and story.	The final work was completed and incorporated cloning techniques to tell a story.	The final work was turned in on time but underdeveloped, demonstrated a little evidence of cloning techniques.	Student did not complete the project, the final work did not demonstrate cloning techniques.
Class participation & respectful behavior	Actively participated during class discussions, demonstration, and group critiques, worked collaboratively and respectfully throughout the unit.	Participated during class discussions, demonstration, and group critiques, showed respect for art works, peers, workstations, and digital equipment.	Showed attentiveness throughout the unit, did not show respectful behaviors for art works, peers, workstations, and digital equipment.	Students did not pay attention throughout the unit, did not respect art works, peers, workstations, and digital equipment.
Feedback (/15):				