Individual combinations

Still image

Duration: 2 weeks

Driving question

How can a post-modern artist use Adobe Photoshop to enhance their images?

Overview

After students have explored and created examples of:

* the see though frame,
* levitation,
* invisable person,
* harris and
* the droste effect

they can then experiment with combinations. This is the final part the lesson sequence that is designed to assist students in creating advanced images for their folio.

| Stage 5 outcomes |
| --- |
| A student: |
| 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works |
| 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning |
| 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works. |

[Photographic and Digital Media 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

Content

Practice

* Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

Conceptual framework

* Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

Frames

* Students will use the postmodern and structural frame to establish different points of view about their photographic practice.

| Cross-curriculum content and key competencies |
| --- |
| Information and communication technology  |
| Work, employment and enterprise  |
| Numeracy  |

Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

Teaching and learning activities

Making still images with Adobe Photoshop

Equipment required

* Adobe Photoshop software on a class set of laptops, or in a computer lab
* Headphones for each student (optional)
* Any device that can take a photograph.

Introduce the final individual combinations.

The [Special effect combinations Pinterest page](https://pin.it/oh4knmcjtqnuwu) should be opened on a whiteboard.

Students will:

* go through the still image examples
* discuss and analyse the images through leading questions such as:
	+ how many effect combinations have been used to create this image?

Once discussed, students will:

* plan their own individual combinations and take the images for these
* prepare the equipment depending on individual needs
* transfer the images from the camera. This can be done using a card reader, email or Bluetooth
* use Adobe Photoshop to produce their final image
* flatten the layers through the Adobe Photoshop command before finishing
* save the image as a PNG file or JPEG, not a PSD.

Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

Process Diary

Students are to:

* document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques explored. This can be their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom.](https://edu.google.com/k-12-solutions/classroom/?modal_active=none)

Differentiation

Extension

Teachers are encouraged to provide students with acceleration activities if required.

Students could:

* create a range of experimental images that combine multiple techniques in a refined and sophisticated manner based on a theme, for example, surrealism or the environment.

Life skills

| Life skills outcomes  |
| --- |
| LS.1 experiences a variety of artmaking activities |
| LS.2 explores a variety of materials, techniques and processes |
| LS.9 uses a range of materials, techniques and processes to make artworks |

[Photographic and Digital Media 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

[Students will:](https://sites.google.com/education.nsw.gov.au/photographic-and-digital-media/see-through-frame)

* research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote.

Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student’s level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.

Reference list and resources

[Special effect combinations Pinterest page](https://pin.it/oh4knmcjtqnuwu)

[Photographic and Digital Media 7-10 Syllabus](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

[Visual Arts 7-10 Syllabus](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf) NSW Education Standards Authority (NESA) 2003