Mark Hammari SPIE Internship
LESSON PLAN Photography Class

CREATING ACTIONS IN PHOTOSHOP AND AUTOMATING BATCHES

CURRICULUM

Visual and Performing Arts Content Standards for California Public Schools
Visual Arts , Grades 9 through 12, proficient

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Students apply artistic processes and skills, using a variety of media to communicate meaning
and intent in original works of art. Skills, Processes, Materials, and Tools

2.3   Develop and refine skill in the manipulation of digital imagery (either still or video).

The goal of this Photography Class is to not only teach students the aesthetics of fine art photography while providing them with the skills, techniques and processes they need to create and present their personal imagery, but also to teach them the technical and practical application of these skills should they desire to use them in a vocation or a commercial setting.

This will be a guided practice lesson. The teacher will demonstrate the steps required to successfully perform the target activity. Students will observe the process on a large screen projection of the teacher's computer monitor while performing the same steps on their personal computer work stations. The teacher has a direct view of every student's computer monitor so that individual progress can be assessed as the lesson advances.

The computers have PhotoShop CS3 installed on every workstation. Students will already have selected and saved several of their digital images in a folder for processing during this lesson.

OBJECTIVES and ACTIVITIES

Objective 1: The students will create an ACTION in the software program PhotoShop

Definition of an Action
An Action is a recording of a series of Commands in Photoshop to which you apply a name. Later on, you can play that recording back on a different file and have Photoshop do your work for you. They are mostly used to capture repetitive tasks that are to be applied to a series of files.

The teacher will demonstrate the following process while the students follow along at their own computers. The teacher's example will be projected on a large screen for the students to follow.

- The students will open a previously captured image.
- Using the mouse, select "window" from the options bar.
- open the drop down menu by selecting "action"
- click on the small shaded box in the upper right corner of the drop down menu and select "new action"
- name the new action with an appropriate title
    - For this example type in "image 800 pixel wide, save, close"
- click on the small red record button at the bottom of the window.
- perform the desired image modification
    - For this example we will change the overall size of the image to 800 pixels wide which is the maximum optimal size for images to be placed in a powerpoint presentation to save memory space.
    - Choose "image" from the options bar
    - Select "image size"
    - Type "800" in the box by "width".
    - Click OK
    - From the options bar under File select "Save"
    - From the options bar under File select "Close"
- click on the small square "stop recording" button.

The new action ("image 800 pixel wide, save, close") will now appear among the choices in the actions drop down menu.

Objective 2: The student will use the action to modify a photograph.

The teacher will demonstrate the following process while the students follow along at their own computers. The teacher's example will be projected on a large screen for the students to follow.

- The students will now open a different previously captured image.
- Using the mouse, select "window" from the options bar.
- open the drop down menu by selecting "action"
- select the action that was previously recorded.
- click on the play button at the bottom of the actions window. It looks like a right pointing arrowhead.
- The action will now be automatically performed on the new photograph.

Objective 3: The students will use the action to automate a repeated process on all the images in a batch of photographs.

The teacher will demonstrate the following process while the students follow along at their own computers. The teacher's example will be projected on a large screen for the students to follow.

- This time the students will start with Photoshop running but no image open.
- Using the mouse, select "file" from the options bar.
- Using the mouse, select "automate" from the menu.
- Using the mouse, select "batch" from the menu.
- Using the mouse, activate the menu by the word "action" and select the desired, previously recorded action. in this case; "image 800 pixel wide, save, close"
- Using the mouse, click on the "choose" button.
- Browse for and select a folder that contains several images on all of which you want to perform the same action.
- Click OK.

The automator will now open up each individual photograph in the batch and perform the action on it.

See attached pdf file for additional examples and a few suggestions for better performance. This pdf will be available for students who need a review.

ASSESSMENT:

The assessment of this learning activity will be by observation by the teacher of the students at work. The teacher will be able to visit each student at his work station and have the student demonstrate the finished "action" as it is applied. This will take less than a minute per student. It is not practical to have each student print out a copy of the photograph as the performed action may not be apparent to visual observation.

The expected success rate for this activity is 100% of the students will be able to create a recorded action. Reteaching and reassessment may be required.

PRODUCT

The students will also turn in an digital version of the modified work that can be analyzed.

A follow up product will be a powerpoint presentation where in all of the photographs will have been reduced to the optimum size.

Debbie Ruiz / Jim McLoughlin

SPIE - Summer Internship - Pacific Southwest Container

Donna Stone / Brian Wecht

15 August 2010

Lesson Plan

Curriculum/Instructional Strategies	Desktop Publishing (graphic manipulation of artwork to produce a container) / Use of Adobe Illustrator to prepare artwork submitted for a container. • Describe assignment and product • Display and model activity • Guided practice • Independent practice
Objectives	1. Students will learn how to update artwork to prepare for press. 2. Students will learn to update bleeds to match CAD drawings of container. 3. Students will learn how to adjust colors to 4 color press
Activities	Students will open artwork Students will import CAD into a layer Students will run software to reduce the number of colors to match press
Assessment	Review of student technique when working on project (Station Observation Checklist) Printouts (with all layers showing) will be reviewed to see if they match master
Products	Printouts of container

OAKDALE CALENDAR 2012

LESSON PLAN:

I have taken a variety of photographs throughout Oakdale ie: Historic homes, agriculture, old buildings, the cowboy rodeo ground, horses, cowboys, trains etc. I will have my advanced students either chose a theme or do an overview of what Oakdale has to offer. The students will do stipple pen drawings of the picture they pick. The facility will choose the best twelve which will be highlighted on the calendar. Those not chosen will be turned in to note cards to sell.

1. Format size: Each student will receive a template that is
7"x 9". The student will do their stipple drawing within this format. The large format will be used for the Calendar. This size is easily reduced to an invitation size card with fits into an envelope.

2. After the artwork is chosen we will decide on the sequence for each month.

3. All students will receive three prints of their original
(7" x 9") printed on watercolor paper to be sold for $20.00 each. The money goes directly to the student.

4. All printed cards with be on card stock and all proceeds will go to a fund for art supplies. (Cards will be sold for $1.00 each)

5. The calendars will be professionally printed with a spiral binding. Calendars will be sold for $10.00 each. Sponsors will be on the inside cover and along with explanation of the fundraiser and use of funds collected. Each sponsor will receive 10 free calendars.
Cost per calendar: $4.50   Profit per calendar $5.50.

Fundraiser must be approved by student council prior to beginning. Total profit will depend on how many Calendars are printed and sold. Cards will sold individually or in a group of ten.

DEADLINE: Art work must be finished and selected by OCTOBER 1st

Liana Scoto
Beginning Ceramics
Wheel Throwing Lesson Plan

Standards:
1.1 - Develop perceptual skills and visual arts vocabulary to discuss, analyze and write about art, including their own
2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.
4.3- Formulate and support a position regarding the aesthetic value of a specific work and change or defend the position after weighting the views of others

Objective: 1) For students to gain knowledge in the art of wheel throwing through vocabulary. 2) students will participate in throwing on the wheel, from set up to clean up. 3) students will produce a wheel thrown piece of ceramic work, completed with glaze.

Instruction
All students will listen to instructions on wheel throwing basics and information for their 5 day session.
5 students each week for 8 weeks
Day 1- I will demonstrate how to wedge and shape the clay to prepare for throwing – students will collect clay, wedge, shape into form, 5 clay forms per student, place in plastic bag for next day
Day 2- I will demonstrate on the wheel for the 5 students, give hand out with vocabulary, the process and visual diagram showing 4 steps with hand placement. I will help each student with the 4 steps.
Day 3 – students will continue to throw, make more clay forms as needed. I will continue to assist.
Day 4- some students at this point will complete the objective of producing a thrown piece. If they are satisfied the piece meets the requirements of the assignment, they can conclude their wheel throwing training.
Day 5 – I will assist any student that has not completed their throwing assignment. If there is a wheel available any student who was absent during their 5 days can complete their project.

Assessment
I will assist and visually asses students throwing and clean up daily. At end of five days, students will hand in the handout/quiz and green ware thrown piece for grading. The final assessment is their finished glazed project.

Critique
Students will participate in a critique of the wheel throwing process and finished art works.

SPIE Lesson Plan 2012
Christine Pugliese

CURRICULUM / INSTRUCTIONAL STRATEGIES
Students will view artworks by artists who use personal imagery to express their ideas and experiences, such as Joan Brown, Jean Michel Basquiat, Frida Kahlo, and David Hockney.

Class discussion about how these artists use the art elements and design principles to tell about their personal experiences, to identify psychological content found in the symbols and images.

Additional discussion about the possible different symbolic implications behind the idea of a door – passage to another place, change, can't see what's on the other side, etc; and a window – can see through it, gives a different view of something, etc.

Pair share – students pair up to help each other brainstorm an experience they've had that affected them in an important way, how to use the image, design it, and what type of media to use. Students make simple sketches to get ideas flowing. Teacher helps to guide conversation with questions such as "How could you use colors and shapes to express the way you felt?"; "What was the most important/ scariest/ wonderful/ surprising part of this experience you had and how can you show it?"; "Will you need to use some words in your piece or will images be enough?" etc.

OBJECTIVES
1. Students will contrast and compare several artists' use of formal art elements and how their use influences the meaning of an artwork, both visually and symbolically.
2. Students will create a personal, expressive composition focusing on effective use of color, space, texture, shapes.
3. Students will analyze and discuss the variety of ways an artwork can be interpreted based on the viewer's own experience and perspective.
4. Students will articulate the process and rationale for developing and implementing their ideas into the completed piece.
5. Students will apply art vocabulary in the assessment of their own and other's work in a classroom critique and written self critique.

ACTIVITIES
Students will engage in class discussions about how artists personalize their art work , then pair share with another student to fine tune their ideas. Students will then select a door or window as the format for their idea, and will be given a large sheet of heavy paper or poster board – in the appropriate shape. A variety of artistic media are made available, paint, markers, collage materials, etc for students to use to implement their idea. Finally a class critique is held with the display and presentation of each piece with comments and feedback from other class members. Each student will also write a self critique.

ASSESSMENT
Assessment of the pieces will be made based on the following criteria-
1. Effective and intentional use of art elements to express the individual ideas.
2. Careful craftsmanship and execution of the piece.
3. Evidence of thinking and originality of idea.
4. Thoughtful and responsible participation in class discussions and activities.
5. Written self critique that demonstrates insight and understanding

PRODUCTS
The products of this lesson plan are the pieces themselves. They can be photographed for a website or used for a student organized art show.