Group members: Emily, Elizabeth, Mitchel, and Michelle

Grade Level: 9-12, advanced
Lesson Title:

Rationale: Social awareness, activism,

Major Goals:

Students will:

- Explore social awareness though the use of posters

- Utilize Adobe Photoshop with the assistance of a tutorial

- Inform students about mental and physical disabilities through the creation of a poster

- Create an original poster using elements of Adobe Photoshop

Aesthetics, Art History, Art Criticism, and Interdisciplinary Connections:

Major Concept: Disability-students will research a disability and create their own poster, which expresses their interpretation of the internal struggle with that disability
Artist/ Arts/ Object / Period / Culture: Brandon Friend, Daphna Naim, Shepard Fairey, and Pablo Picasso, Posters, contemporary art works in the   disabled community
Aesthetic Concepts: Creating posters which educate the public on social awareness for disabilities
Art Criticism Model: June McFee Model
Art Theories: Emotionalism and Instrumentalism
Social, Political, Multicultural Context: Instructional Strategies: SDAIE: Terms will be presented in class along with images describing these terms. Examples of artist's work will be shown during class as well
Instructional Strategies: A tutorial will be available to students along with examples of the artist's work
Interdisciplinary Connections: Students will choose appropriate text for their poster. Students will be mindful of their size restrictions for the overall poster
Vocabulary:
　　　　Disability: a physical or mental condition that limits a person's 　　movements, senses, or activities.
　　　　Autism: a mental condition, present from early childhood,   characterized by difficulty in communicating and forming relationships with other people and in using language and abstract concepts.
　　　　Post-traumatic stress disorder (PTSD): is a type of anxiety disorder. It can occur after you have gone through an extreme emotional   trauma that involved   the threat of injury or death.
　　　　Dyslexia: a general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general
　　　　Arthrogryposis- A physical disability that consists of multiple congenital (from birth) joint contractures or multiple joints that are stuck in one position and have

very little flexibility. This is caused by an unborn baby not moving properly during fetal development. This lack of movement can be caused by both genetic and non-genetic reasons.

Art Production:
Subject Matter: Posters
Medium: Photoshop
Process: Digital Photoshop
Elements of Art: hue, saturation,
Principles of Design: Balance, Proportion, Contrast, Color
Additional Vocabulary:
Quick selection tool: allows you to paint selected areas with a brush or the paint bucket tool.
Magic wand tool: The Magic wand tool is called "magic" because it automatically identifies similarly colored paths and selects them without you having to trace
Pen tool: The primary drawing tool in PostScript illustration software. The pen tool allows the user to position anchor points and control the shape of the line by controlling the control handles that extend from the anchor points.
Layer: In graphics software, a layer is the term used to describe the different levels at which you can place an object or image file. In the program you can stack, merge or define layers when creating a digital image.

Instructional Strategies: self-guided computer instruction

Content Standard Areas:

1.0 ARTISTIC PERCEPTION: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

1.3 Analyze their works of art as to personal direction and style.

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.

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

3.0 HISTORICAL AND CULTURAL CONTEXT: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts. Students analyze the role and

development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

3.1 Identify contemporary styles and discuss the diverse social, economic, and political   developments reflected in the works of art examined.

4.0 AESTHETIC VALUING: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

4.3 Analyze and articulate how society influences the interpretation and message of a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers. Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.

Common Core

Reading: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Writing: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Teacher / Learner Materials:

Teacher: Computer, projector, Adobe Photoshop, access to Internet, large printer

Learner: Computer, Adobe Photoshop, access to Internet

Anticipatory Set: Introduce the artists Brandon Friend, Daphna Naim, Shepard Fairey, and Pablo Picasso. The teacher will then engage the students in a discussion about disabilities and how art can bring awareness to the public. What kinds of disabilities do you know? Can you always see a disability? Just because you cannot see it, does that mean it does not exist? How can art be used to promote awareness?

Objective/Purpose:

Student Objective: Students will be presented with Brandon Friend, Daphna Naim, Shepard Fairey, and Pablo Picasso's work. There will be a discussion held about disability and a tutorial on Adobe Photoshop. By the end of the lesson, students will be able to utilize Adobe Photoshop to create a poster about a disability. The artwork will be used to spread social awareness of various disabilities. Students will be graded based on a 1-4 scale rubric.

Input: Students will have prior knowledge of basic Adobe Photoshop skills. The teacher will provide a prezi presentation, cheat sheet, and tutorial.

Model: The teacher will provide examples and conduct a demonstration if necessary.

Check for Understanding: Teacher will walk around and discuss each student's poster ideas individually. The class will hold a critique midway through the projects. Students can observe their classmate's work. Student's projects will be graded according to a rubric handed out in the beginning of the project.

Guided Practice: The teacher will lead discussions on different types of disabilities. Students will be able to follow the tutorial and complete the project.

Closure: Upon completion of the posters, the teacher and students will hold a discussion on their works. Students will be given the opportunity to talk about their own work and why they made certain artistic choices. Students will be graded according to the rubric.

Independent Practice: Students will need to research their chosen assignment and find appropriate images.

Procedural Outline:

Day 1- Teacher will present the chosen artist and show examples. Students will research their chosen assignment and find images that they want to use. Whatever is not completed in class, will be assigned as homework.

Day 2-The teacher will introduce the Photoshop tutorial and pass out the grading rubric. Students will begin designing their poster.

Day 3-Workday. Midway critique will be held (approx. 20 min). Students will email their projects to the teacher to be projected in front of the class.

Day 4-Students will continue to work on their poster based on the feedback received.

Day 5-Critique. Students will be given the option to fix their posters and print them after the final critique. If time permits, students will display their work around campus.

Evaluation: Rubric

Developmental Considerations: Students will be provided with a tutorial and cheat sheet that they can follow at their own pace.

Student Special Need Considerations: Students will mainly be working in black and white. If students wish to add color, pre-made pallets will be provided through Photoshop.

English as Second Language Considerations: Teacher will provide images visual images along side the cheat sheet