

Learning Activity 24

Learning Behaviours: Following instructions and developing independent problem solving techniques

Teacher: WDT DATE: March 06 Class: 8E

Learning Activity Description: Computer Graphics Using Photoshop

Students completed a survey based on their previous Photoshop knowledge (see Discussion Tool)

Students were given the written tutorial No 1 – “Change the Duckie”.

This included information about the basics of Adobe Photoshop and included the use of the paint bucket tool and the colour picker. A copy of before and after Duckie images were printed and pasted into their workbooks

A small conclusion survey was also filled in.

Photoshop - Tutorial No 1

Change the Duck.

Open Photoshop . double click onto the Photoshop logo

Open Duck image > **file** > **open** > **Materials W Drive** > **_8A Graphics** > **Ducky**.

Click onto paint bucket/gradient tool. If the paint bucket is not in view, right click the gradient tool.

To change the colour of the duck, change the colour of the foreground colour. Double click onto the colour square to show the colour picker.

Change the colour hue by moving the arrows to the colours you want. Move the colour picker to select a specific colour > OK.

Colours can be changed as many times as you wish.

Click back onto the paint bucket. Move the icon onto the area that you want to change > double click.

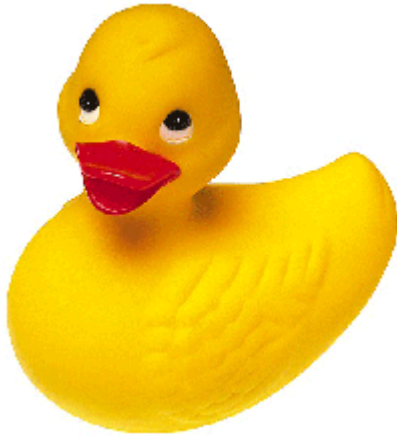
IF YOU MAKE A MISTAKE OR IF YOU DON'T LIKE THE EFFECT > edit > undo

One way of distorting an image is to use the liquefying tool. This is found at the top part of the filters on the top tool bar.

Change the brush size to about 50 - and use any of the first 4 tools - select on the left - put pointer on the area that you want to change/distort.

Use the reconstruct tool to go back to your original.

Save you work into your file on the **Group Access - J Drive** > **_8E graphics** > **find your file** > **click to open** > **save and call it Distorted Ducky**.



Discussion Tool: Student Survey and Visual Slide showcase of Computer Graphics from the Web

What do you know about Adobe Photoshop?

Please fill out the survey below. Please circle your answers.

Have you used Photoshop before? Yes / No

If yes - what rating would you give yourself out of 5? (5 = expert)

1 2 3 4 5

What skills are you good at? Listening. Drawing. Writing. Computers

Do you have a computer at home? Yes / No

The basic results of this survey were that most of the students had never used Adobe Photoshop or rated themselves as a beginner. All students in this class that completed the survey indicated that they had a computer at home.

Students were also shown a slide show of wonderful images that reflected what can be achieved this software.

Student Comments:

The students were very engaged in this first session. They were very interested in the tutorial – and produced some very interesting pictures. A number of students asked other students for help – when they got lost or made mistakes. I was very impressed with this and I wasn't asked to help once. Some of the students are very advanced Photoshop users although I think that they enjoyed the tutorial as it was fun and engaging and offered creative scope. Some of the advanced students had to be held back to stay with the tutorial – a few went off of their own only to make mistakes. The class – over the 2 periods, set up their books, pasted in handouts and images and completed the short surveys.

Teacher Journal:

"Adobe Photoshop" is used widely in the design industry as the main software product. It is a very complicated, but intriguing and time consuming program to master and the challenges are endless.

At Portland SC, in Graphics, the junior syllabus at levels 8, 9 and 10 contain some Photoshop elements. However students rarely have enough experience, ability, knowledge and confidence in this creative area to use the program at a proficient high level at VCE. Computer Graphics is a substantial area in the senior courses. I believe that if junior students can gain substantial education in this area, their skill level will be very evident in their results in their senior studies.

I intend to organize my year 8E Graphics class so that their 'leading schools' Photoshop/computer graphics sessions are presented on a regular timetable – and I have arranged for the class to be time tabled in computer rooms for 2 of the 5 Graphics classes for the cycle. I intend to develop written tutorials that will give the students step-by-step instructions to follow. The tutorials will start as an introduction to Adobe Photoshop and introduce them to some of the basic tools and screen settings. A simple survey of their Photoshop skills will also be given to establish the student's basic knowledge. It is assumed that some students will be quite skilled in computer Graphics programs, whilst other will have no prior knowledge of the software at all. The tutorial will hopefully be stimulating for all ability levels.

Often when teaching computer Graphics, when students get lost in the instructions or are unable to remember the set commands etc – it is often easier and quicker for me to go and sit at their computer and fix the problem for them. More often than not, the student simply accepts this help, without observing the solution, some even walk away or start conversations etc – learning does not occur.

I would like to establish learning behaviours where other avenues are used when a student has a problem within a set task.