**Hannah Lehmann**

**Course#: AED 4200**

**Computer Graphics for Art Educators**

**Instructor: Patricia Whittington**

**Date: 04-07-2014**

**Lesson Plan for Photoshop A8:**

**Cultural Currency- Representing The Harlem Renaissance**

**I.** **CLASS**: High School Classroom

**II.** **TIME NEEDED**: 1-2 hour classroom period

**III.** **ART BACKGROUND RELATED TO THE LESSON PLAN:**

Money, as we know it, originally started in coin form. Originally, coins were valued based on the metal from which they were made. Gradually, the coin became a representation of its worth. Based on the metal it was made from, a ten cent coin may not have been physically worth ten cents, but in the imagery it depicted it represented ten cents. Carrying a number of coins, however, was discovered to be heavy and inconvenient. This led to the introduction of paper money in China during the Tang Dynasty in 618.

While much lighter than coins, paper money came with its own set of problems- mainly counterfeiting. Even today, designers of currency try to produce bills that cannot be copied by including holograms, watermarks, and complex designs. US paper currency contains all of these protective elements.

The images a country chooses to incorporate into their legal tender is culturally representative of the country and frequently indicates the values that they hold important. US currency depicts presidential figures and historic landmarks. Additionally, the dollar bill depicts our national bird, the bald eagle. Other countries also frequently depict historical political figures and national icons, but some countries extend their figures to include famous scientists (ex. Charles Darwin in England) or other famous people and indigenous plants and animals (ex. Costa Rican money).

For our project we will be incorporating images of The Harlem Renaissance. The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.

**IV. SUBJECT:** **Cultural Currency- Representing The Harlem Renaissance**

**V. EQUIPMENT/AV MATERIALS:**

Photoshop and Computer (WACOM tablet if possible)

Smart Board

**VI.** **SUPPLIES:**

Images of currency (British 10 pound note with Darwin, Costa Rican Money,)

US one dollar bills (to pass around)

**VII.** **OBJECTIVES**:

1. Students will learn about the history of currency and describe how currency designs could be created using appropriate vocabulary associated with Photoshop and graphic design. **(academic skills/comprehension)**
2. Use Photoshop to create the front and back of a currency that depicts a figure and aspects of history associated with the Harlem Renaissance Movement. **(craftsmanship skills/synthesis)**
3. Students will explain vocally and in writing their reasoning behind their design and visual image choices that they used in their project. **(higher cognitive skills/comprehension)**

**VIII. STANDARDS:**

**ART**

* 1PE Examine the context details of visual imagery and explain the social and
* cultural influences on the images.
* 2PE Describe sources visual artists use to generate ideas for artworks.
* 3PE Explore the relationship between community or cultural values and trends
* in visual art.
* 5PE Explore the application of technology to the production of visual artworks.
* 6PE Connect processes and decisions made in the design of everyday objects,
* environments, and communications 2PR Make informed choices in the selection of materials and techniques
* as they relate to solving a visual problem. 5PR Understand and demonstrate how to access available digital tools
* and innovative technologies to create and manipulate artwork. 3RE Expand the use of arts-specific vocabulary to define and describe techniques and
* materials used to create works of art.
* 4RE Explain the role of innovative technologies in the creation and composition of new
* media imagery.

CROSS CURRICULAR:

Social Studies- Topic: Prosperity, Depression and the New Deal (1919-1941) –   
Content Statement: Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change.

* Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social   
  unrest after World War I.
* An improved standard of living for many, combined with technological innovations in   
  communication, transportation and industry, resulted in social and cultural changes   
  and tensions.
* Movements such as the Harlem Renaissance, African-American migration, women’s   
  suffrage and Prohibition all contributed to social change.

**IX. ACADEMIC LANGUAGE:** currency, design, color palette, counterfeit, cultural icons/iconography, Photoshop, Selection/Marquee Boxes And Circles, Transform, Brushes, Layers, Eraser, Refine Edge, Lasso And Magnetic Lasso, Magic Wand, Font, Filters, The Harlem Renaissance

**X: LEARNER OUTCOMES:**

* Students will increase their competency in the Brushes and Layer tools available in Photoshop, as well as, their understanding of other features in Photoshop previously used.
* Through their choice of images and their written assessment that describes the reasoning behind their selection students will display an understanding of both design and the history of The Harlem Renaissance.

**XI**: **SAFETY CONSIDERATIONS:** Keep food and drink away from computers.

**XII. ASSESSMENTS:**

**Pre Assessment**

-Students will be pre-assessed verbally by going over various tools they’ve learned in Photoshop thus far and whether or not they remember these terms.

**Post Assessment**

-Students will be assessed through their use of proper terminology throughout a critique of the work created, taking place at the end of the lesson.

-Also students will answer the following questions in a post assessment document

* How does the currency represent the theme? In other words, tell me the reasoning behind selecting certain images.
* How does the currency resist or discourage counterfeiting?
* How did you make your currency design unified?
* Name four Photoshop skills that you used and identify how/where?

**XIII: ALTERNATIVES TO THE LESSON PLAN:**

* In the event that there is a computer/program malfunction the students will be directed to draw their currency on paper. Images in their drawings will be labeled with color and subject on the side, as well as, any filter they would use.
* If students completed their currency assignment early they could choose to create an additional bill or design a coin.

**XIV:PROCEDURE:**

* Students will be introduced to a brief history of currency. Students will be asked to take out a one dollar bill from their pocket if they have one. Together we will identify and analyze the images, color palette, and design of the US one dollar bill and discuss how these images could be achieved using Photoshop.
* Images of other bills will be displayed and briefly discussed.
* Students will discuss The Harlem Renaissance, a theme they will currently be learning about in Social Studies.
* Students will be instructed to create the front and back of bill (6.14" X 2.61" at resolution 150) that incorporates the theme of The Harlem Renaissance. They should pick and individual and include their image, as well as, images that reference their work and the time period.
* Aspects of Photoshop that have not been covered, such as brushes, will be covered at this time
* Remind students that the following elements should be included in their bill
  + Numeral, Signature, Border, Seal, Your Portrait, Symbols, Issuing Country, Vignette (picture on the back), Motto, Security Features
* Upon completion, images will be projected and discussed in a group critique.
* Students will take home a post assessment regarding their project that they will need to return in the next class

**XV. TEACHER EVALUATION/ AFTER THE LESSON:**

1. A discussion of what has been accomplished?
2. Have the objectives of the lesson been realized?
3. What needs to be done next time?
4. What materials will be needed?
5. Where do we go from here, that is what were the relative successes of today’s lesson and what are the implications for tomorrow’s needs?

**Rubric for High School Photoshop Cultural Currency- Representing The Harlem Renaissance Project**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubrics** | **Excellent**  **3** | **Average**  **2** | **Unsatisfactory**  **1** |
| **Image:**  Did the student combine images in an aesthetically pleasing manner? | The student exhibited understanding through an aesthetically pleasing composition. | The student met the requirements, however more time could have been spent more time | The student did not meet all requirements but turned in the project. |
| **Research:**  Did the student effectively research and understand the topic of the Harlem Renaissance? | The student conducted research and this was evident through their discussion and artwork | The student researched the theme but didn’t put much time into portraying it and was unwilling to discuss it. | The student exhibited no clear understanding of the project |
| **Craftsmanship:**  Did the student have an effective composition thus displaying good craft? | The student displayed exceptional craftsmanship through an effective composition. | The student displayed okay craft but it was slightly unorganized. | The student’s project was unorganized and messy. |
| **Critique/Assessment:**  Did the student participate in the critique thus showing their understanding of the techniques and vocabulary? | The student participated often in the critique and effectively made use of the vocabulary learned. | The student sometimes participated but didn’t show full understanding. | The student didn’t participate in the critique. |
| **TOTAL POINTS** |  |  |  |

**Grand Total=\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grading Scale: A- 11-12 B-10 C-9 D-8 F-7-0**

**Teacher Comments:**

|  |  |  |
| --- | --- | --- |
| Theme | This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today’s citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. | |
| Topic | Prosperity, Depression and the New Deal (1919-1941)  The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government. | |
| Content Statement | 1. Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change. | |
| Content Elaborations  The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.  The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing and public services.  The movement to give women suffrage saw the fruition of its goal with the passage of the 19th Amendment. The change brought more women into the political process, eventually including women running for public office.  Prohibition had mixed results. Establishments that openly sold liquor closed their doors. Prohibition lacked popular support. It further divided the nation along secularist/ fundamentalist, rural/urban and modern/traditional lines. It led to speakeasies and increased organized crime. The law was difficult to enforce and was repealed with the 21st Amendment.  Expectations for Learning  Describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition. | | Instructional Strategies  Have students read examples of the literature of the Harlem Renaissance to interpret the feelings of the urbanized African-American population of the 1920s. Have students discuss how the popularity of such works could contribute to social change.  Discuss the rationale behind Prohibition. Ask students if the social changes it prompted were in line with the proponents of Prohibition. Have students compare it to current laws that make certain substances illegal for consumption. How are the rationale for illegality and the problems with enforcement the same and different?  Have students look beyond the literal meaning of the 19th Amendment to the U.S. Constitution. What social changes came about in part as a result of women gaining the right to vote?  **Diverse Learners**  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at [this site.](http://education.ohio.gov/Topics/Other-Resources) Additional strategies and resources based on the Universal Design for Learning principles can be found at [www.cast.org](http://www.cast.org).  Instructional Resources  **Teaching With Documents: The Volstead Act and Related Prohibition Documents**  <http://www.archives.gov/education/lessons/volstead-act/>  This [National Archives](http://www.archives.gov/) website contains primary source documents and teaching activities.  **Teaching With Documents: Woman Suffrage and the 19th Amendment**  <http://www.archives.gov/education/lessons/woman-suffrage/>  This [National Archives](http://www.archives.gov/) website contains primary source documents and teaching activities on the women’s movement for suffrage. |