



## Topic: Creating a Multiple Image Page

**Grade : 9-12**

An integrated lesson plan covering 5 sessions of approximately 1.5 hours each.

### **Lesson-Planning Approach**

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures that do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

## Lesson Overview

This lesson is designed to teach students how to create a composite page of multiple images. Students will use related images to create an original composite page. Students will work in the Microsoft PhotoDraw program. They will learn how to apply various features of this program to their work to increase its level of sophistication. Each student will gather images individually. Graphic image programs as well as web searching will be used as a source for images. Students will also learn how to scan photographs for inclusion in this lesson.

## Lesson Objectives

**Project Objectives: When students complete this session, they will be able to ...**

- ✘ **create** a multiple image composite page using computer graphic image programs
- ✘ **gather** images and **save** from a graphic images program
- ✘ **gather** and **save** images from websites
- ✘ **compile** a group of related images

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

Writing:

- ✘ **support** in writing how the images are related

Grammar:

- ✘ **use** correct grammar, spelling and punctuation
- ✘ **identify** the “prompt” and answer the questions that are asked in the written portion of the student self-evaluation

Reasoning:

- ✘ able to **critically evaluate** one’s own work as it pertains to specific criteria

## Colorado State Model Content Visual Arts Standards

### 3. Students know and apply visual arts materials, tools, techniques and processes.

- ✘ Students will be using MS Photo Draw 2000 as a new tool to create their multiple image page.

## Websites

Required:

<http://encarta.msn.com>

Support:

## Pre-requisites

- ✗ Students must read at sixth grade level or above.
- ✗ Students must be able to select visual images that are related to one another.

## Required Materials

- 1) One computer minimum for every two students enrolled
- 2) Microsoft Photo Draw 2000 program
- 3) Printmaster 11 Program
- 4) Encarta

## Handouts

- ✗ Basic Computer Worksheet
- ✗ Photo Draw Worksheet
- ✗ Multiple Image Worksheet

## Required Equipment/Technology

- ✗ Internet accessible computers with Photo Draw 2000 installed – one for every two students.

## THE LESSON

Note: Students do not learn from what you do but from what you have them do.

### Preparation

Activity	Instructor Notes
Discuss computer basics.	Make sure that each student feels comfortable with very basic computer skills. Discuss; left and right mouse click; start menu; how to save things;

	etc. Tell a story about my own beginning computer experiences, frustrations, successes, etc. including accidentally erasing my entire hard drive.
Students <b>follow</b> along computer basic exercises.	<b>Show students basic computer skills using a data/video projector. Observe students and watch to make sure that each student is getting time to work on the computer and is experiencing success.</b>
<b>Examine and discuss</b> handouts.	<b>Go through the handouts verbally and along time for questions, etc.</b>

## Presentation

<b>Observe</b> a simple multiple image that has been created using Photo Draw. <b>Think</b> about how the image might have been created. Ask questions.	<b>Allow students to speculate as to how the image was created. Encourage questions.</b>
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## Performance and Practice

Instructions for students	Teacher notes
<b>Complete</b> the Photo Draw Activities worksheet; follow along with your teacher as she presents the material. Make sure you are able to complete each step. Every student must complete each step. Do not dominate the computer. Both people must actually do their own work.	<b>Go through each step of the handout step by step with the students. Repeat each step twice to make sure every student is able to have access to a computer and completes the step. Have students save specific steps for instructor review.</b>
<b>Complete</b> the Multiple Image Worksheet. Make sure you are able to complete each step. Every student must complete each step. Do not dominate the computer. Both people must actually do their own work.	<b>Go over the worksheet verbally with students and allow time for questions, etc. Work with students individually as needed.</b>
You will <b>use</b> Photo Draw 2000 to	<b>Go over the SMARTEE sheet verbally with</b>

<p>complete this project. The knowledge and skills you have gained from the previous two worksheets should help you to create a multiple image page of your own working from the images you gathered while completing the Multiple Image Worksheet. Use a variety of different tools and techniques available in Photo Draw. Your final composite image should be crisp, clean and well designed. Use your SMARTEE sheet to guide you through each step.</p>	<p><b>students. Allow plenty of time for questions and clarifications. Frequently ask students to help clarify (in their own words) for the class what specific steps, processes, terminology, etc. means to check for understanding and make sure the class is paying attention. Once this is done, students will work in groups of two to complete the lesson. Be available for help when needed. Observe what is happening by wandering from one computer station to another.</b></p>
<p><b>Fill out</b> the self-evaluation portion of the SMARTEE sheet using all the new terminology correctly. Write in complete sentences using correct spelling and grammar. Make sure to answer the question. Read through the questions and determine exactly what each one is asking. Your writing should directly relate to your project. Turn in completed self-evaluation.</p>	<p><b>Give examples of how a sentence might be written to include required terminology. Make sure all students have a complete understanding of what a complete sentence is. Talk about how to recognize what the question is asking and how to answer it successfully. Emphasize correct spelling. Make sure a dictionary is available. Talk about the drawbacks of using only spell check. Go through questions slowly and one at a time for those who need it. Encourage students who understand to work ahead.</b></p>
<p><b>Complete</b> the project rubric. Look at your completed project while filling out the rubric. Add up the total points and assign yourself a grade based on the grading scale at the bottom of the page. Turn in your rubric.</p>	<p><b>Clarify and answer questions if necessary. Go over the student processed rubric. Make changes if necessary. Add up points and assign final grade.</b></p>

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

- 1) Are the instructions and expectations for the lesson clear from the beginning?
- 2) Has the rubric been discussed so students know how they are going to be evaluated from the beginning?
- 3) Have I spent sufficient time modeling the skills I want the students to achieve?
- 4) Do I do any sort of pre-assessment to determine what prior knowledge students had before this lesson?

- 5) Have I created a lesson and implemented it in such a way to appeal to most learning preferences?
- 6) How are students connecting to the lesson objectives? Do they see a way this can be incorporated into their own life needs?

### Performance and Practice (Student)

- 1) Do all students have the skills to follow instructions? If not, what modifications do I have in place to address their needs?
- 2) Are all the students participating in the activities either by active observation or by voicing their thoughts?
- 3) Have I identified each student's particular strength and have I created a learning environment that allows the strengths to help the individual as well as the group?
- 4) Am I getting the results I desire?

### Technology

- 1) Is the technology working?
- 2) How are the students reacting to the technology and what modification should I make when teaching this lesson again?
- 3) Are the students able to transfer this knowledge over into other areas?

### **Handout Checklist**

- ✗ **Basic Computer Worksheet**
- ✗ **Photo Draw Worksheet**
- ✗ **Multiple Image Worksheet**

### **Technology Checklist**

- 1) Make sure all computers have required software loaded.
- 2) Have one computer minimum per two students.
- 3) Computers must have access to the net.
- 4) Color printer capability must be available to each computer.
- 5) Each student must have his/her own floppy disk to save work onto.

### **Lesson Rubric**

- ✗ **Multiple Image Project Rubric**

ACCESS TO ALL PARTS OF THE LESSON  
**CREATING A MULTIPLE IMAGE PAGE**

All documents are attached to this lesson but may be quickly accessed by using the links below. **LINKS DO NOT FUNCTION IN ACROBAT. SCROLL DOWN FOR DOCUMENTS.**

[LP2SMARTEE](#)

[LP2WORKSHEET](#)

[LP2WORKSHEET2](#)

[LP2WORKSHEET3](#)

[LP2RUBRIC](#)

## COLORADO VISUAL ARTS STATE STANDARDS

- 1) STUDENTS RECOGNIZE AND USE THE VISUAL ARTS AS A FORM OF COMMUNICATION.
- 2) STUDENTS KNOW & APPLY ELEMENTS OF ART, PRINCIPLES OF DESIGN & SENSORY & EXPRESSIVE FEATURES OF VISUAL ARTS.
- 3) STUDENTS KNOW & APPLY VISUAL ARTS MATERIALS, TOOLS, TECHNIQUES & PROCESSES.
- 4) STUDENTS RELATE THE VISUAL ARTS TO VARIOUS HISTORICAL AND CULTURAL TRADITIONS.
- 5) STUDENTS ANALYZE & EVALUATE THE CHARACTERISTICS, MERITS & MEANINGS OF WORKS OF ART.

### SMARTEE SHEET - ASSIGNMENT: **MULTIPLE IMAGE PAGE**

NAME: \_\_\_\_\_

ART SHELF NUMBER: \_\_\_\_\_ BLOCK: \_\_\_\_\_

TEACHER: KIMBERLEY SHEEK

### BASIC PROJECT DESCRIPTION

This lesson is designed to teach students how to create a composite page of multiple images. Students will use related images to create an original composite page. Students will work in the Microsoft PhotoDraw program. They will learn how to apply various features of this program to their work to increase its level of sophistication. Each student will gather images individually.

Graphic image programs as well as web searching will be used as a source for images.

Students will also learn how to scan photographs for inclusion in this lesson.

**S STEPS** - This instructs you step by step on the procedures to follow so you may successfully complete this project. 1) Complete the **BASIC COMPUTER SKILLS WORKSHEET** successfully. 2) Complete the **MICROSOFT PHOTO DRAW 2000 WORKSHEET** successfully. 3) Complete the **MULTIPLE IMAGE WORKSHEET** successfully. 4) Choose the images you would like to use for your Multiple Image Page from the fifteen images you saved on your Multiple Image Worksheet. 5) Create a single page containing at least five different images using Photo Draw 2000. *Balance, focal point, contrast and harmony* should all be considered when creating the composition. 6) You must apply some effects as well as *transparency* in your final product. 7) Save your final image onto a disk and label it with your first name initial, last name, MIP. Run two hard copies of your final to turn in on photographic computer paper. 8) Complete your self-evaluation portion of your SMARTEE sheet using all the new terminology. Complete sentences, correct spelling and answering each question specifically are requirements.

**M MEDIA** - materials used: computers, Microsoft Photo Draw 2000, Printmaster 11, Encarta, computer paper

Kimberley K. Sheek

Mountain Plains Distance Learning Partnership 2001



**A ART TERMS** - balance, focal point, contrast, harmony, transparent

**R REQUIREMENTS:** Check this often to make sure your project includes **ALL** of the requirements. **1)** Complete all three required worksheets successfully before beginning Step 4. **2)** You must use a minimum of five images in your final product. **3)** You must use several Photo Draw 2000 "effects" as well as "transparency" in your final product. **4)** You must save your final project on your own floppy disk and label it as per the instructions in Step 7. Turn in two hard copies of your final image on high quality or preferably photo computer paper. **5)** You must complete your self-evaluation and rubric.

**T TIME FRAME** - 2 class blocks (approximately 3 hours)

**E EVALUATION** - Student evaluation and assessment of the project: the student must complete this section. It is expected that the self-evaluations will be done honestly. In this section you are to write directly about your work. You should talk about your strengths and weaknesses; things you could do better; things that are done exceptionally well, etc. You must also use all of the new art terminology correctly in your self-evaluation. It must be legible, both in terms of readability as well as the intended meaning. Spelling is also important. All writing must be done using complete sentences.

This writing tells me about your work. You should use such techniques as compare and contrast, analyze and evaluate. What you think about the work you have done? **Defend your statements.** For example, just writing phrases such as, "I like it." is **not** good enough. Why do you like it? You must also give yourself a written grade. You should use the rubric provided to help you determine what grade applies.

**ART TERMS** - balance, focal point, contrast, harmony, transparent

1) What effect did you apply to an image that you feel was most successful? Why?

2) What effect did you apply to an image that you feel was least effective? Why?

3) What was your theme? Why did you choose this theme?

4) How were each of your images related to this theme?

5) What was the most difficult part of this assignment?

**E EVALUATION/COMMENTS** - Most comments will be noted on the rubric specifically designed for and attached to each project's individual SMARTEE sheet.

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MULTIPLEIMAGEWORKSHEET - c KimberleySheek2001

Name \_\_\_\_\_ Shelf# \_\_\_\_\_ Block \_\_\_\_\_

# BASIC COMPUTER SKILLS WORKSHEET

I was listening but I didn't get that last step. Can you repeat that so I stay caught up?

I'm afraid to ask a question....I bet everyone else in class knows what is going on.....

What's the difference between a right or left click?

Some people have more computer experience than others. We are lucky when we get students in classes that have these skills, because it is an area of strength for them. They become valuable helpers because I can't help everybody at once. If you already have great computer skills, you can help those who don't. Let them do the work though. It doesn't help them learn if you do it for them.

- 1) What does a mouse do?
  - right click-
  - left click-
- 2) How do you make a new folder?
- 3) How do you save your work and save it where you want to?
- 4) How do you copy and paste things?
- 5) How can you change your lettering style (fonts), sizes, colors, underline, make words bold, etc.?

Name: \_\_\_\_\_  
Shelf Number \_\_\_\_\_  
Block \_\_\_\_\_

## PHOTO DRAW 2000 WORKSHEET

- 1) Open Photo Draw 2000. Find the Photo Draw icon in your tool bar or go to start – programs – Photo Draw 2000 – Double click on it.**
  
- 2) Select “create new from a blank picture”.**
  
- 3) Go to insert in the menu bar.**
  
- 4) Select “IMAGES” from desktop.**
  
- 5) Look at the images you have to work with.**
  
- 6) Try to visualize what images you would like to use; how you would like to use them, sizes, etc.**
  
- 7) Select an image to insert. Once you have done that, play with some of the options on the tool bar. Try cropping the picture. Play with all the different options you have in the file menu options so you know what the program is capable of.**
  
- 8) Using the images you were given, create a single page image from 4-5 of the pictures. Use some text as well. Make sure and apply various tools. Save your final exercise on a Floppy. Name it using your first initial, full last name and PDWS.**

Name: \_\_\_\_\_  
Shelf Number \_\_\_\_\_  
Block \_\_\_\_\_

## **MULTIPLE IMAGE WORKSHEET**

- 1) Select a theme that can be depicted visually.
- 2) Come up with a list of approximately 15 related images that fit within your theme. They can be related literally and /or symbolically.
- 3) Gather the images on your list using the Internet as well as programs such as Encarta, Printmaster, etc. Save each image you gather on this worksheet in the space provided. Make sure all the required information is listed with each image.

<b>IMAGE TITLE</b>	<b>HOW DOES IT RELATE TO YOUR THEME?</b>	<b>SOURCE</b>	<b>ACTUAL IMAGE</b>

<b>IMAGE TITLE</b>	<b>HOW DOES IT RELATE TO YOUR THEME?</b>	<b>SOURCE</b>	<b>ACTUAL IMAGE</b>

<b>IMAGE TITLE</b>	<b>HOW DOES IT RELATE TO YOUR THEME?</b>	<b>SOURCE</b>	<b>ACTUAL IMAGE</b>

<b>IMAGE TITLE</b>	<b>HOW DOES IT RELATE TO YOUR THEME?</b>	<b>SOURCE</b>	<b>ACTUAL IMAGE</b>



NAME: \_\_\_\_\_ BLOCK: \_\_\_\_\_ SHELF # \_\_\_\_\_

## SCORING RUBRIC FOR MULTIPLE IMAGE PROJECT

### SMARTEE SHEET SELF-EVALUATION:

- 1) Is your SMARTEE sheet completed (all the questions have been answered)?
- 2) Is it legible/can I read it/does it make sense/the questions are answered that were asked?
- 3) Are all the terms used correctly?
- 4) Is the spelling, grammar and punctuation correct?
- 5) Are complete sentences used throughout the writing?

Total Points = full credit - 10 no credit - 0

### REQUIRED ELEMENTS:

- 1) I worked using at least five related images that I collected myself and saved on a floppy disk. Yes (5) - No (0)
- 2) All my images are related to one another either literally and/or symbolically. Yes (5) No (0)
- 3) I successfully applied at least 3 different "effects" on my final composite image. Yes (5) - No (0)
- 4) I successfully applied the "transparency" feature somewhere in my final composite piece. Yes (5) No (0)
- 5) The composition I created is balanced. This deals with colors, values, sizes and shapes.  
1 2 3 4 5
- 6) The composition I created has strong contrast. This deals with colors, values, sizes and shapes. 1 2 3 4 5

7) I saved my final successfully on a floppy disk and labeled it correctly. Yes (5) No (0)

8) I am able to use Photo Draw 2000 by myself without help. 1 2 3 4 5 6  
7 8 9 10

**Total points = 55**      I received \_\_\_\_\_ out of the total.    **GRADE = \_\_\_\_\_**

A = 55-50    B= 49-44    C= 43-39    D=38-33

