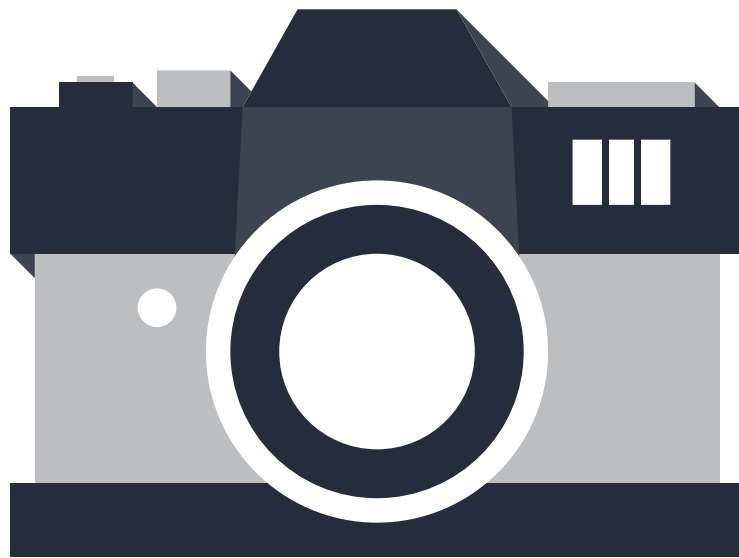




Education  
Public Schools



Knowledge and Skills Creative Arts  
**KASCA**

**Photographic and  
Digital Media**

Educational resources for Stage 5  
photographic and digital media

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# Photographic and Digital Media

**See through frame**

# See through frame

## Still image

### Duration

2 weeks.

### Driving question

How do post-modern photographers deconstruct and reconstruct compositions to change the original context of the image?

### Overview

Students will investigate how various images can be manipulated using Adobe Photoshop to create interesting and postmodern interpretations. In these lessons, students will develop their technical knowledge of digital photography following the video tutorials and [associated image files on the 'see through frame' technique](#). Once they have mastered the techniques using the supplied sample images, students are then encouraged to take their own photographic images then apply the same techniques to them. This is a part of a lesson sequence that is designed to assist students in creating a folio of images.

#### Stage 5 outcomes

##### A student:

**5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

**5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning

**5.6** selects appropriate procedures and techniques to make and refine photographic and digital works.

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

## Content

### Practice

- Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

### Conceptual framework

- Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

### Frames

- Students will use the postmodern and structural frame to establish different points of view about their photographic practice.

## Cross-curriculum content and key competencies

Information and communication technology

Work, employment and enterprise

Numeracy

## Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Making still images with Photoshop

#### Equipment required

- Adobe Photoshop software on a class set of laptops, or in a computer lab
- Headphones for each student (optional)
- Any device that can take a photograph.

#### Students will:

- go through the images on the [See through frames Pinterest board](#)
- discuss and analyse the images through leading questions such as:
  - » what do you think the photographer has used to create this?
  - » does anyone in the room know some of the Adobe Photoshop techniques the photographer used?
- watch the [Creating a see through frame tutorial](#) (00:07:56)
- discuss the key techniques used.

Allow students to watch the tutorial again with headphones. This provides students with an opportunity to pace themselves according to their prior knowledge and level.

Students are to complete the tutorial using Adobe Photoshop and save the image for the teacher to assess.

#### Once completed, students will:

- photograph two of their own images.

### Taking the images

#### Students will:

- use a tripod or sturdy surface to take two images; this makes it much easier to edit in Adobe Photoshop later
- take an image of a background
- keeping the camera in the same position using a tripod, take a shot with the student holding the picture frame. This can be over their face or body
- transfer the images from the camera. This can be done using a card reader, email or Bluetooth
- follow the tutorial again using their images as a step by step guide
- flatten the layers through the Adobe Photoshop command before finishing
- save the image as a PNG file or JPEG, not a PSD.

## Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

## Process Diary

### Students are to:

- document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques. This can be their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom](#).

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

### Students could:

- create changes in perspective, tone or colour using Adobe Photoshop techniques such as transform to modify the person and or the environment around them
- watch the [Cutting out a wire fence](#) (00:09:31) tutorial and make their own version
- watch the [Cutting out a portrait tutorial](#) (00:10:28) and make their own version.

## Life skills

Life skills outcomes
LS.1 experiences a variety of artmaking activities
LS.2 explores a variety of materials, techniques and processes
LS.9 uses a range of materials, techniques and processes to make artworks

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

### Students will:

- watch the [Creating a see through frame tutorial](#) (00:07:56)
- use example files provided and attempt the Adobe Photoshop tutorial. Teachers should give students extra time and support where required.
- research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote.

## Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.



## Reference list and resources

- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-digital-media-7-10-syllabus>
- Visual Arts 7-10 Syllabus NSW Education Standards Authority (NESA) 2003.  
[https://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/visual\\_arts\\_710\\_syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf)
- NSW Education Standards Authority. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- For more tutorials on Photoshop. <https://tv.adobe.com/product/photoshop/>
- Creating a see through frame tutorial (00:07:56). <https://www.youtube.com/watch?v=jALsj6i-1B0&index=2&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq>
- Cutting out a portrait tutorial (00:10:28). <https://www.youtube.com/watch?v=qwQLyIkYsM0&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq&index=5>
- Cutting out a wire fence (00:09:31). [https://www.youtube.com/watch?v=A\\_bVI6v1BdQ&index=8&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq&t=0s&spfreload=1](https://www.youtube.com/watch?v=A_bVI6v1BdQ&index=8&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq&t=0s&spfreload=1)

# Photographic and Digital Media

## Invisibility



# Invisibility

## Still image

### Duration

2 weeks.

### Driving question

How does manipulating an image change its original meaning?

### Overview

Students will investigate how various images can be manipulated using Adobe Photoshop to create interesting and postmodern interpretations. In these lessons, students will develop their technical knowledge of digital photography following the video tutorial and [associated image files on the technique](#). Once they have mastered the techniques using the supplied sample images, students are then encouraged to take their own photographic images then apply the same techniques to them. This is a part of a lesson sequence that is designed to assist students in creating a folio of images.

#### Stage 5 outcomes

##### A student:

- 5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.6** selects appropriate procedures and techniques to make and refine photographic and digital works.

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## Content

### Practice

- Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

### Conceptual framework

- Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

### Frames

- Students will use the postmodern and structural frame to establish different points of view about their photographic practice.

## Cross-curriculum content and key competencies

Information and communication technology

Work, employment and enterprise

Numeracy

## Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Making still images with Adobe Photoshop

#### Equipment required

- Adobe Photoshop software on a class set of laptops, or in a computer lab
- Headphones for each student (optional)
- Any device that can take a photograph.

#### Students will:

- go through the examples on the [Invisibility Pinterest board](#)
- discuss and analyse the images through leading questions such as:
  - » what do you think the photographer has used to create this?
  - » how does this work use post-modern techniques?
  - » does anyone in the room know some of the Adobe Photoshop techniques the photographer used?
- discuss the key techniques used
- watch the [Invisible woman tutorial](#) (00:17:14).

Students are to complete the tutorial using Adobe Photoshop and save the image for the teacher to assess. Once completed, students will photograph two of their own images.

### Taking the images

#### Students will:

- use a tripod or sturdy surface to take two images, this makes it much easier to edit in Adobe Photoshop later
- take an image of a background
- keeping the camera in the same position using a tripod, take a shot with the student standing in the camera frame.
- transfer the images from the camera. This can be done using a card reader, email or Bluetooth
- follow the video tutorial again using their images as a step by step guide
- flatten the layers through the Adobe Photoshop command before finishing
- save the image as a PNG file or JPEG, not a PSD.

## Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

## Process Diary

### Students are to:

- document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques. This can be in their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom](#).

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

### Students could:

- create changes in perspective using AdobePhotoshop techniques such as transform to modify the person and or the environment around them.
- develop a more elaborate composition which could include multiple people.

## Life skills

### Life skills outcomes

LS.1 experiences a variety of artmaking activities

LS.2 explores a variety of materials, techniques and processes

LS.9 uses a range of materials, techniques and processes to make artworks

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### Students will:

- watch the video tutorial
- use example files provided and attempt the Adobe Photoshop tutorial. Teachers should give students extra time and support where required
- research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote.

## Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.

## Reference list and resources

- Invisible woman tutorial (00:17:14). <https://www.youtube.com/watch?v=vAzBvXhMOak&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq&index=4&t=0s>
- Invisibility Pinterest board. [https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite\\_code=65cd75051efa42128971b863bbade093](https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite_code=65cd75051efa42128971b863bbade093)
- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004. [http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo\\_dig\\_media\\_710\\_syl.pdf?MOD=AJPERES&CVID=](http://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=)
- Visual Arts 7-10 Syllabus NSW Education Standards Authority (NESA) 2003. [https://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/visual\\_arts\\_710\\_syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf)
- The NSW Education Standards Authority. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- For more tutorials on Photoshop. <https://tv.adobe.com/product/photoshop/>

# Photographic and Digital Media

## Levitation

# Levitation

## Still image

### Duration

2 weeks.

### Driving question

Is a photograph a representation of truth or a staged and manipulated image?

### Overview

Students will investigate how various images can be manipulated using Adobe Photoshop to create interesting and postmodern interpretations. In these lessons, students will develop their technical knowledge of digital photography following the video tutorial and [associated image files on the 'levitation' technique](#). Once they have mastered the techniques using the supplied sample images, students are then encouraged to take their own photographic images then apply the same techniques to them. This is a part of a lesson sequence that is designed to assist students in creating a folio of images.

#### Stage 5 outcomes

##### A student:

- 5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.6** selects appropriate procedures and techniques to make and refine photographic and digital works.

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## Content

### Practice

- Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

### Conceptual framework

- Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

### Frames

- Students will use the postmodern and structural frame to establish different points of view about their photographic practice.



## Cross-curriculum content and key competencies

Information and communication technology

Work, employment and enterprise

Numeracy

## Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Making still images with Photoshop

#### Equipment required

- Adobe Photoshop software on a class set of laptops, or in a computer lab
- Headphones for each student (optional)
- Any device that can take a photograph.

#### Students will:

- go through the images examples on the [Levitation Pinterest board](#)
- discuss and analyse the images through leading questions such as:
  - » what do you think the photographer has used to create this?
  - » does anyone in the room know some of the Adobe Photoshop techniques the photographer used?
- watch the [Levitation tutorial](#) (00:08:45)
- discuss the key techniques used.

Allow students to watch the video tutorial again with headphones. This provides students with an opportunity to pace themselves according to their prior knowledge and level.

Students are to complete the tutorial using Adobe Photoshop and save the image for the teacher to assess.

#### Once completed, students will:

- photograph two of their own images.

### Taking the images

#### Students will:

- use a tripod or sturdy surface to take two images; this makes it much easier to edit in Adobe Photoshop later
- take an image of a background
- keeping the camera in the same position using a tripod and take the shot with the student sitting on a stool or table with legs and body positioned to look as though they are floating. The most common mistake students initially make is to include the stool or table in their first background shot
- transfer the images from the camera. This can be done using a card reader, email or Bluetooth
- follow the video tutorial again using their images as a step by step guide
- flatten the layers through the Adobe Photoshop command before finishing
- save the image as a PNG file or JPEG, not a PSD.

## Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

## Process Diary

### Students are to:

- document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques. This can be their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom](#).

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

### Students could:

- create a multiple levitation image which includes the person and associated objects that float in the around the subject.

## Life skills

Life skills outcomes
LS.1 experiences a variety of artmaking activities
LS.2 explores a variety of materials, techniques and processes
LS.9 uses a range of materials, techniques and processes to make artworks

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

### Students will:

- use the [example files provided](#) and attempt the Adobe Photoshop tutorial. Teachers should give students extra time and support where required
- research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote or a powerpoint.

## Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.

## Reference list and resources

- Levitation tutorial (00:08:45). [https://www.youtube.com/watch?v=8JHu\\_1m\\_3VY&index=7&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq](https://www.youtube.com/watch?v=8JHu_1m_3VY&index=7&list=PLSYHdf2OHmYZIHvuMkx0GT9vfkI0H-mdq)
- Levitation Pinterest board. [https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite\\_code=cce70f910cdb42759deeab6b71cc53c2](https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite_code=cce70f910cdb42759deeab6b71cc53c2)
- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-digital-media-7-10-syllabus>
- Visual Arts 7-10 Syllabus NSW Education Standards Authority (NESA) 2003. [https://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/visual\\_arts\\_710\\_syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf)
- The NSW Education Standards Authority. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

# **Photographic and Digital Media**

## **The droste effect**

# The droste effect

## Still image

### Duration

2 weeks.

### Driving question

How could you link the ideas of the art movement surrealism to the postmodern droste effect?

### Overview

Students will investigate how various images can be manipulated using Adobe Photoshop to create interesting and postmodern interpretations. In these lessons, students will develop their technical knowledge of digital photography following the video tutorial and [associated image files on the 'droste effect' technique](#). Once they have mastered the techniques using the supplied sample images, students are then encouraged to take their own photographic images then apply the same techniques to them. This is a part of a lesson sequence that is designed to assist students in creating a folio of images.

#### Stage 5 outcomes

##### A student:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works.

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## Content

### Practice

- Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

### Conceptual framework

- Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

### Frames

- Students will use the postmodern and structural frame to establish different points of view about their photographic practice.

## Cross-curriculum content and key competencies

Information and communication technology

Work, employment and enterprise

Numeracy

## Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Making still images with Photoshop

#### Equipment required

- Adobe Photoshop software on a class set of laptops, or in a computer lab
- Headphones for each student (optional)
- Any device that can take a photograph.

#### Students will:

- view the images on the [Droste effect](#) Pinterest board
- discuss and analyse the images through leading questions such as:
  - » what do you think the photographer has used to create this?
  - » how do you think they made it?
  - » does anyone in the room know some of the Adobe Photoshop techniques the photographer used?
- watch the [Droste tutorial](#) (00:17:20)
- discuss the key techniques used.

Allow students to watch the tutorial again with headphones. This provides students with an opportunity to pace themselves according to their prior knowledge and level.

Students are to complete the tutorial using Adobe Photoshop and save the image for the teacher to assess.

#### Once completed, students will:

- take one image that is surrounded by a frame in some way, or they can use their picture frame images that they designed from the see through frame exercise.

## Taking the images

#### Students will:

- take an image in good light to avoid blurry photos or using the cameras ISO settings if possible to adjust for low light needs by increasing it.
- transfer the images from the camera. This can be done using a card reader, email or Bluetooth
- follow the video tutorial again using their images as a step by step guide
- flatten the layers through the Adobe Photoshop command before finishing
- save the image as a PNG file or JPEG, not a PSD.

## Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

## Process Diary

### Students are to:

- document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques explored. This can be their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom](#).

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

### Students could:

- create the droste effect image connecting individual layers together using Adobe Photoshop techniques such as transform to modify the composition so that it loops seamlessly, creating an infinity effect.

## Life skills

Life skills outcomes
LS.1 experiences a variety of artmaking activities
LS.2 explores a variety of materials, techniques and processes
LS.9 uses a range of materials, techniques and processes to make artworks

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

### Students will:

- watch the [Droste tutorial](#) (00:17:20)
- use example files provided and attempt the Adobe Photoshop tutorial. Teachers should give students extra time and support where required.
- research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote.

## Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.

## Reference list and resources

- Droste tutorial (00:17:20). <https://www.youtube.com/watch?v=PR1MreKeCiY&index=1&list=PLSYHdf20HmYZIHvuMkx0GT9vfkIOH-mdq&t=0s>
- Droste effect Pinterest board. [https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite\\_code=234df6d021d4401ba9a63e42e437a0cd](https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite_code=234df6d021d4401ba9a63e42e437a0cd)
- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-digital-media-7-10-syllabus>
- Visual Arts 7-10 Syllabus NSW Education Standards Authority (NESA) 2003. [https://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/visual\\_arts\\_710\\_syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf)
- The NSW Education Standards Authority. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- For more tutorials on Photoshop. <https://tv.adobe.com/product/photoshop/>



# **Photographic and Digital Media**

## **The harris effect**

# The harris effect

## Still image

### Duration

2 weeks.

### Driving question

How can a photographic artist create illusion?

### Overview

Students will investigate how various images can be manipulated using Adobe Photoshop to create interesting and postmodern interpretations. In these lessons, students will develop their technical knowledge of digital photography following the video tutorial and [associated image files on the technique](#). Once they have mastered the techniques using the supplied sample images, students are then encouraged to take their own photographic images then apply the same techniques to them. This is a part of a lesson sequence that is designed to assist students in creating a folio of images.

#### Stage 5 outcomes

##### A student:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works.

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

## Content

### Practice

- Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

### Conceptual framework

- Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

### Frames

- Students will use the postmodern and structural frame to establish different points of view about their photographic practice.

## Cross-curriculum content and key competencies

Information and communication technology

Work, employment and enterprise

Numeracy

## Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Making still images with Photoshop

#### Equipment required

- Adobe Photoshop software on a class set of laptops, or in a computer lab
- Headphones for each student (optional)
- Any device that can take a photograph.

#### Students will:

- go through the still image examples on the [Harris effect Pinterest page](#)
- discuss and analyse the images through leading questions such as:
  - » what do you think the photographer has used to create this?
  - » how many colours do you make up this image?
  - » does anyone in the room know some of the Adobe Photoshop techniques the photographer used?
- watch the [Creating a harris effect tutorial](#) (00:10:53)
- discuss the key techniques used.

Allow students to watch the video tutorial again with headphones. This provides students with an opportunity to pace themselves according to their prior knowledge and level.

Students are to complete the tutorial using Adobe Photoshop and save the image for the teacher to assess.

#### Once completed, students will:

- take three images of a person or landscape.
- If taking a landscape take the three images that are only slightly different in angle to start with. This makes it easier
- If taking a portrait the photographer should place the person against a white or black background, such as a school white board. The photographer should encourage the model to move their head and arms while taking three different compositional images.

#### Students will:

- take an image in good light to avoid blurry photos or using the cameras ISO settings if possible to adjust for low light needs by increasing it.
- transfer the images from the camera. This can be done using a card reader, email or Bluetooth
- follow the Adobe Photoshop tutorial again using their images as a step by step guide
- flatten the layers through the Adobe Photoshop command before finishing
- save the image as a PNG file or JPEG, not a PSD.

## Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

## Process Diary

### Students are to:

- document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques explored. This can be their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom](#).

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

### Students will:

- create changes in perspective using Adobe Photoshop techniques such as transform to modify the person and or the environment around them

## Life skills

Life skills outcomes
LS.1 experiences a variety of artmaking activities
LS.2 explores a variety of materials, techniques and processes
LS.9 uses a range of materials, techniques and processes to make artworks

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

### Students will:

- watch the [Creating a harris effect tutorial](#) (00:10:53)
- use example files provided and attempt the Adobe Photoshop tutorial Teachers should give students extra time and support where required
- research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote.

## Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.

## Reference list and resources

- Creating a harris effect tutorial (00:10:53). <https://www.youtube.com/watch?v=of74XkPuClk&index=5&list=PLSYHdf2OHmYZIHvuMkxOGT9vfkI0H-mdq>
- Harris effect Pinterest page. [https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite\\_code=c92b463d4ab54fe1adffe51aa111ef4d](https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite_code=c92b463d4ab54fe1adffe51aa111ef4d)
- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-digital-media-7-10-syllabus>
- Visual Arts 7-10 Syllabus NSW Education Standards Authority (NESA) 2003. [https://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/visual\\_arts\\_710\\_syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf)
- The NSW Education Standards Authority. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

# **Photographic and Digital Media**

## **Individual combinations**



# Individual combinations

## Still image

### Duration

2 weeks.

### Driving question

How can a post-modern artist use Adobe Photoshop to enhance their images?

### Overview

After students have explored and created examples of:

- [the see through frame.](#)
- [levitation.](#)
- [invisible person.](#)
- [harris and](#)
- [the droste effect](#)

they can then experiment with combinations. This is the final part the lesson sequence that is designed to assist students in creating advanced images for their folio.

### Stage 5 outcomes

#### A student:

**5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

**5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning

**5.6** selects appropriate procedures and techniques to make and refine photographic and digital works.

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## Content

### Practice

- Students will develop their skills and knowledge of photographic practice using still digital images and manipulate them through the Adobe Photoshop program. They will use a digital journal or art book to document their experiments.

### Conceptual framework

- Students will investigate the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to their own art making as a digital artist and how it is connected to practicing photographers, audiences and the world.

### Frames

- Students will use the postmodern and structural frame to establish different points of view about their photographic practice.



## Cross-curriculum content and key competencies

Information and communication technology

Work, employment and enterprise

Numeracy

## Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Making still images with Adobe Photoshop

#### Equipment required

- Adobe Photoshop software on a class set of laptops, or in a computer lab
- Headphones for each student (optional)
- Any device that can take a photograph.

Introduce the final individual combinations.

The [Special effect combinations](#) Pinterest page should be opened on a whiteboard.

#### Students will:

- go through the still image examples
- discuss and analyse the images through leading questions such as:
  - » how many effect combinations have been used to create this image?

#### Once discussed, students will:

- plan their own individual combinations and take the images for these
- prepare the equipment depending on individual needs
- transfer the images from the camera. This can be done using a card reader, email or Bluetooth
- use Adobe Photoshop to produce their final image
- flatten the layers through the Adobe Photoshop command before finishing
- save the image as a PNG file or JPEG, not a PSD.

## Communicate

Students are to complete a digital or hard copy journal to document their ideas and processes required. This can be completed through one-note.

Teachers are encouraged to communicate online developing their google site or google classroom.

### Process Diary

#### Students are to:

- document the process and technical shortcuts through practical classes in a process diary. This should be a journal, exploring reflections of each practical lesson or section investigating the different techniques explored. This can be their class workbooks, a photographic and digital media process diary, or an online blog through sites such as Class Notebook or [Google classroom](#).

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

#### Students could:

- create a range of experimental images that combine multiple techniques in a refined and sophisticated manner based on a theme, for example, surrealism or the environment.

### Life skills

Life skills outcomes
LS.1 experiences a variety of artmaking activities
LS.2 explores a variety of materials, techniques and processes
LS.9 uses a range of materials, techniques and processes to make artworks

[Photographic and Digital Media 7-10 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004.

#### Students will:

- research a range of photographic images from the internet that use similar techniques, cutting and pasting into OneNote.

### Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly.

Summative assessment can be used at the end of the lesson sequences. Students could hand in a folio of finished images, either on google classroom or printed out. This could be marked as against a benchmark. Students could also hand in their journal for marking as well.

### Reference list and resources

- Special effect combinations Pinterest page. [https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite\\_code=cc35d6d0a57240068b71ff8eefc09e86](https://www.pinterest.com.au/creativearts712/photography-digital-media/?sender=613193442922657411&invite_code=cc35d6d0a57240068b71ff8eefc09e86)
- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-digital-media-7-10-syllabus>
- Visual Arts 7-10 Syllabus NSW Education Standards Authority (NESA) 2003. [https://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/visual\\_arts\\_710\\_syl.pdf](https://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/visual_arts_710_syl.pdf)

# **Photographic and Digital Media**

**Critical and historical  
interpretations**

# Critical and historical interpretations

## Practice, conceptual framework, frames

### Duration

1 week.

### Driving question

Practice: How can a photographic artist develop their ideas?

Conceptual framework: How is a photographic artist influenced by the world around them?

Frames: How does a photographic artist use post modern ideas in their artmaking?

### Overview

In critical and historical studies students will investigate how various artist have used Adobe Photoshop to create interesting and postmodern interpretations.

#### Stage 5 outcomes

##### A student:

**5.7** applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

**5.8** uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

**5.9** uses the frames to make different interpretations of photographic and digital works

**5.10** constructs different critical and historical accounts of photographic and digital works

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## Content

### Practice

- Students will learn about the practice of photographic artists through the exploration of their material and conceptual concerns

### Conceptual framework

- Students will learn about the relationship between the artist, artwork, world and audience. They will explore the art agencies relating to practicing photographers, audiences and the world

### Frames

- Students will learn about how traditional conventions are challenged to create works that reflect current technologies and ideas
- Students will explore Australian photographers that represent political views that are current to contemporary Australian society.

## Cross-curriculum content and key competencies

Information and communication technology

Civics and Citizenship

Literacy

Aboriginal

Gender

All activities require students to demonstrate their learning and are all assessment for learning activities.

## Teaching and learning activities

### Investigate Australian Aboriginal photographic artist Fiona MacDonald.

#### Students will:

- discuss and analyse the images created by Fiona MacDonald in the [Investigating the practice of Australian Aboriginal photographic artist Fiona MacDonald](#) sway.
  - » Alternatively, you may email or print a PDF version of the [presentation](#).
- write out a key vocabulary list that will assist students in writing a paragraph to answer one of the lead questions:
  - » how can a photographic artist develop their ideas?
  - » how is a photographic artist influenced by the world around them?
  - » how does a photographic artist use post modern ideas in their artmaking?

## Communicate

Students are to complete a digital or hard copy essay with links to the photographic artist's images. This can be completed through one-note or a word document.

## Differentiation

### Extension

Teachers are encouraged to provide students with acceleration activities if required.

#### Students could:

- write an extended response to the essay topics that could include a range of artists
- further investigate contemporary artists by visiting the websites below
  - » <https://www.artgallery.nsw.gov.au/artboards/photography/>
  - » [https://www.ngv.vic.gov.au/wp-content/uploads/2014/10/ngv\\_edu\\_edres\\_review.pdf](https://www.ngv.vic.gov.au/wp-content/uploads/2014/10/ngv_edu_edres_review.pdf).

## Life skills

### Life skills outcomes

LS.1 experiences a variety of artmaking activities

LS.2 explores a variety of materials, techniques and processes

LS.9 uses a range of materials, techniques and processes to make artworks

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- research a range of photographic images from the internet about the artist Fiona MacDonald.

## Evaluate

Formative assessment can be used to determine learning progress throughout the lesson sequences. Teachers should informally assess a student's level of understanding and adapt accordingly. Summative assessment can be used at the end of the lesson sequences. Students could hand in their essay for marking.

## Reference list and resources

- Investigating the practice of Australian Aboriginal photographic artist Fiona MacDonald resource. <https://sway.com/TcHcpfOV3fEd1ut5?ref=Link&loc=mysways>
- Photographic and Digital Media 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2004. <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-digital-media-7-10-syllabus>
- Fiona MacDonald, Australian Contemporary Artist. <http://www.fiona-macdonald.net/>
- Art Gallery of NSW photography collection. <https://www.artgallery.nsw.gov.au/artboards/photography/>
- NGV Review, 170 years of Photography. [https://www.ngv.vic.gov.au/wp-content/uploads/2014/10/ngv\\_edu\\_edres\\_review.pdf](https://www.ngv.vic.gov.au/wp-content/uploads/2014/10/ngv_edu_edres_review.pdf)