Spot Colour Project

STEP ONE: BRAINSTORM possible theme for your **9** Spot Colour photographs (Food, Faces, etc.).

STEP TWO: DRAW a series of **3** conceptual sketches for different themes of your Spot Colour photographs.

STEP THREE: GET approval from the teacher of 1 of your 3 possible themes to photograph.

STEP FOUR: PHOTOGRAPH your **9** images on your approved theme. All images must be original and photographed by you.

STEP FIVE: Once your photos have been taken **OPEN** Adobe Photoshop to convert your images to Spot Colour photos using the attached sheet **"How To Create Spot Colour"** and **SAVE** 9 images to Digital Portfolio section.

STEP SIX: REFLECT by answering and submitting the following questions:

1) What aspect of your finished work do find most successful and why?

2) What aspect of your finished work do find least successful and why?

3) If you had to do this project again, what would you do differently and why?

K/U: Spot Colour: Research Questions   **Name:_____**

A) RESEARCH

1. What is Spot Colour Photography?

2. How is Spot Colour Photography created?

3. Draw your 3 conceptual sketches for different themes of your Spot Colour photographs:

B) Photographic/digital manipulation techniques used in my work and how they support my intended visual message:

C) REFLECT on your finished works by answering the following questions:

1) What aspect of your images do you find most successful and why?

2) What aspect of your images do you find least successful and why?

3) If you could do this project again, what changes would you make to improve it?

How To Create Spot Colour

STEP ONE: OPEN your colour photo in **Adobe Photoshop** and **SELECT** the

RETANGULAR MARQUEE TOOL and then use the **CROP TOOL** to **CROP** your photo to a rough square format.
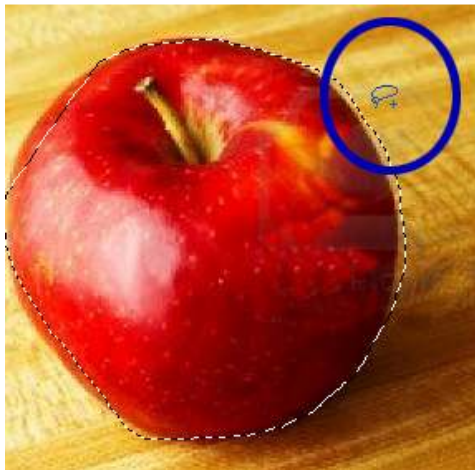
STEP TWO: SELECT the

LASSO TOOL or hold down the **LASSO TOOL** icon and try the **MAGNECTIC LASSO TOOL** and **DRAW** a **SELECTION** around the object you want to have **Spot Colour. BE PATIENT** with creating your **SELECTION.**

STEP THREE: PRESSING the **SHIFT** key on the keyboard will add a little **PLUS SIGN** to the **LASSO TOOL,** this means you can add to your **SELECTION AREA.**

STEP FOUR: PRESSING the **ALT key** on the keyboard will add a little **PLUS** SIGN to the **LASSO TOOL,** this means you can add to your **SELECTION AREA.**
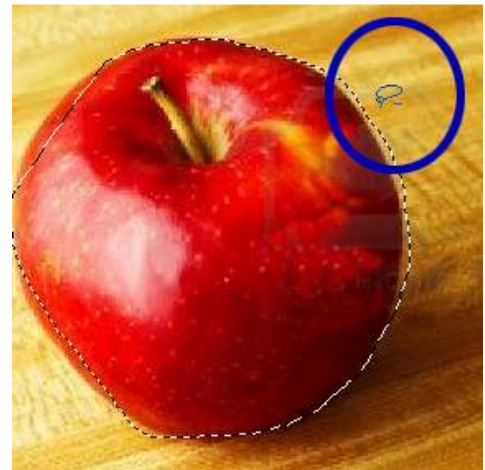
STEP FIVE: Once you have a good **SELECTION** of your object

PRESS CTRL key and **C key** on the keyboard to **COPY** your **SELECTION.**

STEP SIX: Next **SELECT** from the top **MENU BAR:**

IMAGE and **SELECT-> MODE GREY SCALE.** The entire photo should change to grey scale.

STEP SEVEN: Next **SELECT** from the top **MENU BAR: CHOOSE IMAGE** and **SELECT-> MODE COLOUR RGB.** And then **SELECT CTRL key** and the **V key (**to paste the **Colour SELECTION)**

STEP EIGHT: Finally from the top **MENU BAR:**

CHOOSE LAYER and then **FLATTEN IMAGE** and

SAVE your image to a new name (ex.1_final.JPEG) as a **JPEG** format.

Spot Colour Project Rubric

Name:_____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/Understanding Demonstrates understanding of the elements & principles of design in the Spot Colour Photographs	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the Spot Colour photos. 0.25	Student demonstrates some understanding of the elements & principles of design in the Spot Colour photos. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the Spot Colour photos. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the Spot Colour photos. 1	**/1**
Thinking/Inquiry 9 Spot Colour Photos	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts 9 Spot Colour photos with limited effectiveness. 0.25	Student depicts 9 Spot Colour photos with some effectiveness. 0.50	Student depicts 9 Spot Colour photos with considerable effectiveness. 0.75	Student depicts 9 Spot Colour photos with a high degree of effectiveness. 1	**/1**
Communication Clarity: Discusses research questions in the artistic statement & conceptual sketches Explains use of photographic/digital manipulation techniques in the artistic statement Reflective Questions: Strength, Weakness & Next Step	Work does not meet assignments expectations for this category. Incomplete. 0 Incomplete. 0 Incomplete. 0	Student discusses research questions in the artistic statement and conceptual sketches with limited clarity. 0.25 Student explains use of photographic techniques in the artistic statement with limited clarity. 0.25 Poor, yes/no answers/limited incomplete. 0.25	Student discusses research questions in the artistic statement and conceptual sketches with some clarity. 0.50 Student explains use of photographic techniques in the artistic statement with some clarity. 0.50 Somewhat coherent and somewhat complete. 0.50	Student discusses research questions in the artistic statement and conceptual sketches with considerable clarity. 0.75 Student explains use of photographic techniques in the artistic statement with considerable clarity. 0.75 Clear and substantial answers. 0.75	Student discusses research questions in the artistic statement and conceptual sketches with a high degree of clarity. 1 Student explains use of photographic techniques in the artistic statement with a high degree of clarity. 1 Superior and insightful answers. 1	**/1** **/1** **/1**
Application Creative Process: Demonstration of Skill Development: 3 Conceptual Sketches Digital Image ; following procedures including Clean Up Uses elements & principles of design and photographic/ digital manipulation techniques to produce effective Spot Colour Photos	Incomplete. 0 Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5 Student demonstrates limited use of the elements & principles of design and photographic techniques to produce Spot Colour Photos of limited effectiveness. 1	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 Student demonstrates some use of the elements & principles of design and photographic techniques to produce Spot Colour Photos with some effectiveness. 2-3	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 Student demonstrates considerable use of the elements & principles of design and photographic techniques to produce Spot Colour Photos with considerable effectiveness. 3-4	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8- 10 Student demonstrates a high degree of using the elements & principles of design and photographic techniques to produce Spot Colour Photos with superior effectiveness. 5	**/10** **/5**
						/20

A1. The Creative Process: apply the creative process to create media art works, individually and/or collaboratively;

A1.1 use a variety of strategies (e.g., brainstorming, concept webs, mind maps, advisory/production team discussions, research using a variety of sources) to investigate increasingly complex creative challenges and to generate and organize innovative ideas, individually and/or collaboratively, for addressing these challenges

A1.2 develop detailed plans, individually and/or collaboratively, that address a variety of creative challenges, including increasingly complex challenges (e.g., reflect on and filter their ideas to select a feasible one as the basis for their plan; use storyboards, thumbnail sketches to help develop their plans; and assess and refine their plans on the basis of feedback and reflection

A1.3 produce and refine media art works, including increasingly complex art works, using research, exploration, input, and reflection

A1.4 exhibit or perform media art works, including increasingly complex works, independently and/or collaboratively, using the most appropriate methods for the work

A1.5 create a detailed record of their use of the creative process in the production and presentation of a media art work, using a tracking tool compatible with the medium/media used in that work (e.g., a sketchbook showing modifications to the design), and use this record to determine, through reflection, how effectively they applied the creative process

A2. The Principles of Media Arts: design and produce media art works, applying the principles of media arts and using various elements from contributing arts (dance, drama, music, visual arts);

A2.1 investigate and analyse how media artists use the principle of hybridization, and apply that principle and at least one other principle in the design and production of media art works that incorporate elements from contributing arts

A3. Using Technologies, Tools, and Techniques: apply traditional and emerging technologies, tools, and techniques to produce and present media art works for a variety of audiences and purposes.

A3.1 explore a wide range of increasingly complex traditional and emerging technologies, tools, and techniques, and use them to produce highly effective media art works

A3.2 create and present media art works that are highly appropriate for a variety of specific audiences and venues

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by using it to monitor the creative process, and by examining, interpreting, assessing, and reflecting on media art works;

B1.2 use the critical analysis process, including the process of deconstruction, to analyse and evaluate different types of media art works

B1.3 analyse how their interpretation and evaluation of a media art work evolved through each stage of the critical analysis process, and communicate their findings in a creative way

B1.4 use the appropriate components of the critical analysis process throughout the creative process to assess the effectiveness of their decisions, to determine their next steps, and to analyse audience responses to their mediaart work

B2. Identity and Values: demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural, and community values and their awareness of those values;

B2.2 analyse, on the basis of investigation, the ability of media art works to express and promote cultural identities

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other concepts relating to media arts;

C1.1 explain the stages of the creative and critical analysis process with reference to media art works, and explain and use correctly and appropriately a broad range of terms related to the conventions, concepts, principles, and elements of media arts when creating or analysing media art works

C2. Contexts and Influences: demonstrate an understanding of the sociocultural and historical contexts of media arts;

C2.1 analyse in detail the connections between a contemporary media art work and related historical art works

C2.2 investigate and explain in detail the history and development of a range of media arts technologies

C3. Responsible Practices: demonstrate an understanding of responsible practices associated with producing, presenting, and experiencing media art works.

C3.4 identify a broad range of positive character traits associated with media arts production, and exhibit these traits consistently in both their independent work and their interactions with others (e.g., show initiative at the outset of creative production processes; demonstrate cooperation and responsible leadership in a team environment; show respect for their tools and work environment and for the opinions of others)