

## 50 Layers/4 Canvases

Dennis J. Childers

This is a great way to introduce Photoshop and the GUI to students and it produces very creative results.

Through experimentation and repetition the students will learn how to make a new canvas and save it, use different brushes, selection tools, cut paste, layers, adjustments, filters and much more depending on how enthusiastic they become.

We will also look at examples of contemporary abstract, and cubist, art. Jackson Pollock, Pablo Picasso, Franz Kline, and Piet Mondrian, but there are many others. Have the students look at books and search on the Internet for others that they like and present them to the class. This could take a day of class time depending on the amount of discussion that takes place.

### Lesson

**Step1/Day1-** the students will make three canvases. We work at 300ppi, RGB, 13x19 but this can be whatever you want depending on your output or how much hard drive space you have on the computer. On the first canvas they will make a simple scribe design like they would do with a crayon on a piece of paper. We use the Wacom Tablets and Pens but a mouse is just as effective. Using the fill tool the gradient tool and the color selection palettes fill in the shapes.

SAVE

**Step2/Day2** – Using the brushes have the student's experiment and use as many as they can. I put a minimum on 20 and my introduction is always with the ever so famous Ducky brush. Make sure they explore different selection and sizes. At this point you may also want to show them how to download and make their own brushes. This is very free form some will want to create a picture and others will continue with the scribe method. I don't discourage either.

SAVE

**Step3/Day3** – In this 3<sup>rd</sup> canvas have them experiment with the shape tools, rectangle, circular, line and custom. Do this the same way you did the brush tools exploring the possibilities. I put a minimum of 20 on this also.

SAVE

**Step4/Day4&5** – At this point the students should have 3 canvases with some interesting abstract looking art on them. Now make the fourth canvas the same size and PPI as the others. On this canvas they will use their selection tools to cut and paste from the previous three canvases. Some students will just randomly start pasting rectangles and circles and others will start making recognizable shapes like flowers

with the free hand lasso tool. I do not discourage either. Do this 50 times, or more in some cases. After they have assembled all fifty on the canvas they will make at least one adjustment and add at least one filter to each layer and start organizing them on the canvas. You can also suggest that they place them on the canvas in a grid pattern if they can't think of anything else.

SAVE

**Important:** I am assuming that the students understand how to save and make a new folder. If they do not understand this spend time in this lesson to explain how to do this and make sure they save often.

The final output can be printed on photo paper and saved for web and devices. I have my students do both and send it to their parents/guardian via email. If the parents respond to me that they received the work I give the students 5 extra credit points towards their final grade. A plus for me is that I have opened up a line of communication with the parents.

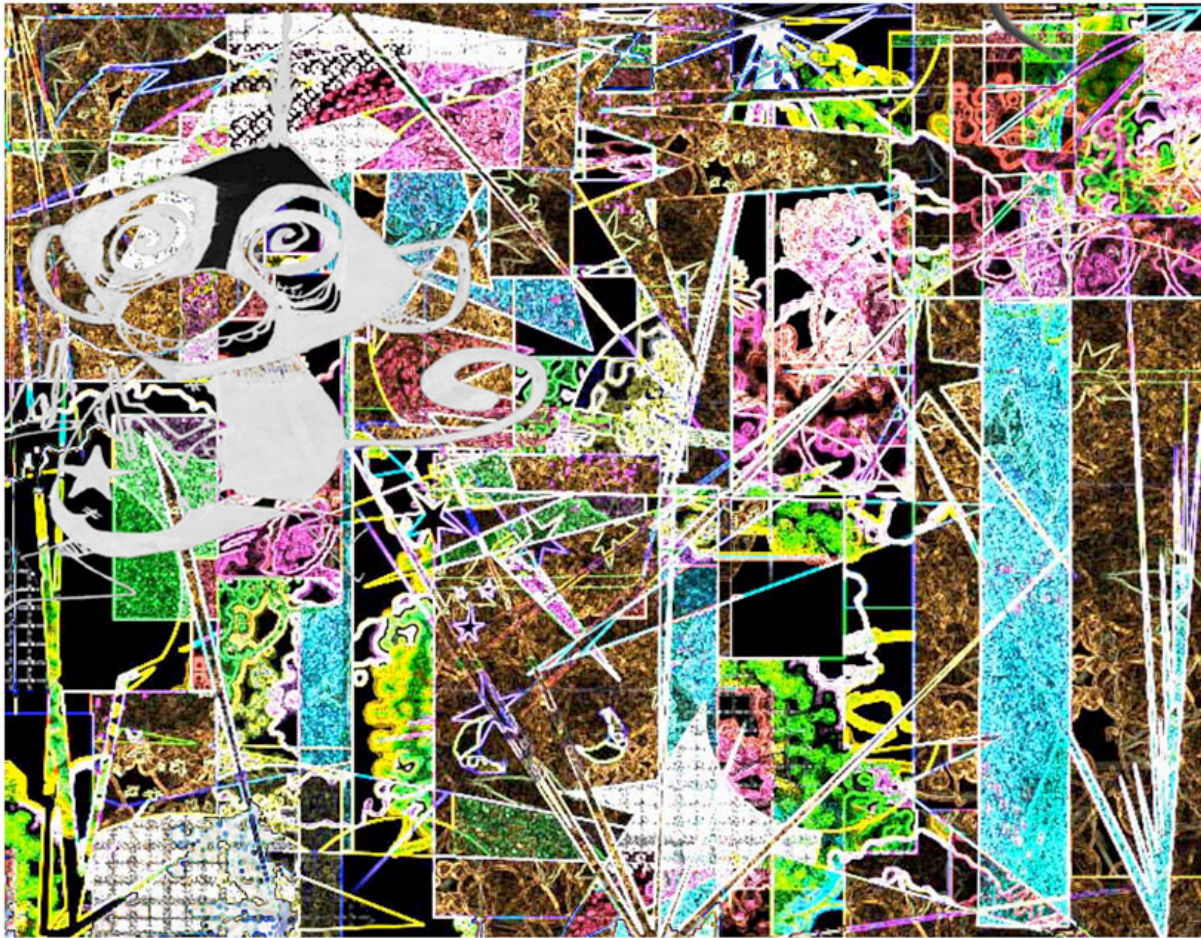
Assessment: the students will be assessed on their technical ability 40% and use of the medium and their creative approach to the assignment 60%. Each student will have the opportunity to share their work with the other students.

Standards: Pennsylvania State Standards

- 9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- 9.2. Historical and Cultural Contexts
- 9.3. Critical Response
- 9.4. Aesthetic Response

**Student work samples:**





かわらぬまじまじの物 広身  
 されてしまった。ま 斉唱をしなかった二十  
 面影を残したくさ 人の公立校長に対し、敵  
 の前では、戦争の い処分を発表したという  
 理不問さに怒りと 道に、日本の教育がこ  
 微生物の遺卵 石炭、池、鉄道、最  
 微生物殺生剤、森を殺す微生物  
 生体、ネバギ、  
 地を再生する より玄儒なゴミ処理法  
 地を再生する より玄儒なゴミ処理法  
 トノースターの原理  
 皮膚上で、この戦い、「中の生態学」  
 ワイルド 生命の起源

アメリカ合衆国2人の青年が、画期的な品質をもつ住居用洗剤と出会いました。  
 能力を発揮するこの洗剤が、人や環境に優しい成分からできていることに感動した2人は、  
 洗剤の素晴らしさを伝え、製品の普及に全力で取り組みました。  
 は、品質に厳しいアメリカで高く評価され、今では、「L.O.C.」として世界中の国々で知られています。  
 の愛称は、リッチ&ジェム。  
 数百アイテムの製品を製造販売するアムウェイグループの創立者です。  
 9年、確かなクオリティで豊かなライフスタイルを築く「アムウェイ」が、初めて日本と出会いました。  
 ウェイの設立です。以来、数々の製品が紹介され、  
 万人以上のアムウェイ・ディストリビューターの手で日本中の暮らしにも溶け込んでいます。  
 ver the best” 暮らしへの思いやりを形にした最高の製品だけを届けたい。  
 製品に込められた私たちがアムウェイの心が、あなたにも届きますように。



