

# A View Through Three Windows

## Photoshop Skills Check-up

Click on the words in blue to link to more information



Wwindows3.psd



Wwindows3B.psd

### Instructions

- Your task is to create a visually-arresting scene using the drawing of the windows.
- **Ten concept thumbnail sketches required.** Turn-in **before** you open the Photoshop file.
- This is a test of your skills in Photoshop, so you will *not* receive assistance.
- Two windows drawings to choose from. In Photoshop, open and use the file: Wwindow.psd **OR** WwindowB.psd
- You may use **ONLY** copyright-free images. Do **not** do an internet image search, right click, download, and use that image in your art. Excellent Source of Creative Commons images: <http://www.publicdomainsherpa.com>. **You must cite the origin of all graphics, type, and photos that you use in this project in 12 pt. Arial.** Type the source information at the bottom of your Photoshop file. Do not put your name on the finished image as it will be shown to the class.
- Your final output will be scored using the rubric below. All "View Through a Window" files will be combined and shown for critique with your classmates.
- Save your file as an Acrobat (.pdf) file using the following format: **YourNameWindows.pdf**
- You have 2 hours to complete the project.
- Hint: The key to this project is **layers**.

### Suggestions/Ideas:

- Know the [principles and elements](#).
- Use [resources](#) to come up with creative ideas.
- Review the [13 rules](#) and the [Percy principles](#)- These are probably the best "shortcuts" to understanding good design.
- Create a color scheme. Change the colors of objects.  
Look at: <http://www.kuler.adobe.com>
- Brainstorm. Sketch your ideas down.
- Create Several ideas. Save works in progress under different file names for comparison. You don't want to lose a great idea while you are experimenting.
- **Don't just "throw pixels" and hope for something cool.** Do NOT settle on the first solution. It is NEVER your best work. Yes, you will be frustrated, you will want to quit. You will run out of ideas. Look at books and magazines to get ideas. Keep sketching and exploring.
- **Have a theme** or a message that you want to communicate. The three windows can be approached as three parts of a story, one continuous scene — think and experiment from many different viewpoints!
- Use Layers. Use layers. Use layers. Use layers.
- Duplicate photos, use the gradient tool to made edges of photos fade
- Add lines, shapes, shadows, blends, colors
- Merge, rotate, resize, distort. If you distort an image, be purposeful.
- Look at your work when it's done- does it meet the specifications? Does it clearly communicate your message? Ask opinions of others.



*This one window took 15 minutes.  
This is the minimum quality expected.*

Criteria	<b>4</b> Above Standard	<b>3</b> Meets Standard	<b>2</b> Approaches Standard	<b>1: Submit Again</b> Below Standard
<b>Exploration &amp; Creativity</b>	More than 10 thumbnail sketches. The student explored several choices before selecting one; generated many ideas; tried unusual combinations before starting final work	10 thumbnail sketches. The student tried a few ideas for selecting one; made decisions after referring to only one source	At least 7 thumbnail sketches. The student tried an idea but it lacked originality; substituted "symbols" for personal observation	Less than 7 thumbnail sketches generated. The student gave no evidence of trying anything new
<b>Message Content</b>	Message is bold, compelling and possibly multi-layered. It goes beyond the obvious.	Message is clear and compelling. It may not be as subtle as it could be.	Message is slightly confusing	Message is absent.
<b>Skills</b>	Layers, adjustment layers, & masking layers used produce a fine product. Details are refined with no obvious flaws.	Layers used. Details are clear. Few flaws.	Layers not used, Rudimentary attention to details. A number of flaws.	Poor skill with Photoshop. Poor construction with many flaws.
<b>Personalized and Expressive Approach</b>  <b>Originality, Voice, &amp; Creativity</b>	Approaches all work in a highly individualized and expressive manner and is able to direct own problem solving process. Work content and images are original, fresh and inventive.	Approaches most work in an independent and expressive manner. Directs own problem solving process most of the time. Work based on others ideas and images. Evidence of originality and new insights.	May work in a personalized and expressive manner for problem solving in some instances, but is occasionally dependent on guidance. Work directly presents others' ideas and images.	Works in a haphazard manner with little understanding of a successful problem solving process and requires frequent direction. Minimal presentation of others' ideas and images.
<b>Project Requirements</b>	<ul style="list-style-type: none"> <li>• Deadline met.</li> <li>• Correct file format: .pdf</li> <li>• Source(s) cited</li> <li>• Written reflection completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Deadline met.</li> <li>• Correct file format: .pdf</li> <li>• Source(s) cited</li> <li>• Written reflection completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Deadline not met.</li> <li>• Submitted in .psd format</li> <li>• Source(s) not cited</li> <li>• Written reflection not completed.</li> </ul>	Did not start project

We are trying to go paperless. This is a Acrobat form. Rename this file using your name. Save to your folder.

Type in your answers to the two questions below. Turn-in this digital document (.pdf).

Essential Question: **How does your work express what you value, believe and think?**

Visual Literacy: Write an artist's statement describing and analyzing your work using **at least two elements and two principles of art**. Be specific using examples from your work that address the specific design criteria. Address the project's design criteria.

Elements: Shape, Form, Value, Line, Texture, Space, Color      Principles: Unity, Variety, Emphasis, Balance, Rhythm, Contrast, Pattern, Movement