

## PROJECT 1

# compelling composites

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# objectives

To create an original, compelling narrative via composite using Adobe Photoshop.

[See Photoshop Requirements](#) expected to be explored while creating the artwork.

## PARAMETERS

- The composite should show considerable attention to construction via:
  - Layers
  - Effects and/or Filters
  - Textures
  - Colorization
- Elements should be effectively arranged and create a unified composition and a compelling, clear, and powerful image.
- The work should employ the use of symbolism.
- The work must not rely on text to convey a message or story.
- The composition and concept must be original to you alone.
- All images must be free for personal use or public domain.
- Work must not be pixelated due to resolution being too low.
- Photos should be white balanced or have matching color temperatures and exposures.
- Project should be edited with a high degree of effectiveness.
- All elements should blend smoothly (no rough or hard edges visible) unless for effect.
- A demonstrated ability to conceptualize, quality of ideas, creativity, development and execution of individual brief within its specified limitation.

Students will also be introduced to expressing one's ideation to solve a problem in writing. All of this will also go into the final project, which is a web page of project work built on Adobe Express.

# rubrics + extra credit

As explained in the syllabus, grade sheets will be returned with rubrics and brief comments. By each rubric point, CR, 1/2 CR, or No CR will be listed. The numerical equivalent would be:

CR = **100%** | 1/2 CR = **50%** | No CR = **0%**

## **BRAINSTORM:**

- **Directions were followed accurately.**
- Participation in class discussions and critiques during Brainstorm Day.
- Preliminary sketches show experimentation and significant ideation.
- Work documented.

## **PROPOSAL:**

- **Directions were followed accurately.**
- All work turned in on time or before due date(s)
- [No spelling or grammar mistakes.](#)
- Work displays significant, unrushed efforts of critical thinking, self-reflection, and creativity.
- Ideas presented are original and creative.
- Final sketch takes into account shape and its relation to space (figure and ground).
- Sketch is completed using paper and dark pencil or ink (can trace over light pencil).

## **ONE-ON-ONES:**

- **Directions were followed accurately.**
- Significant progress and effort has been made since the last class.
- Professional communication with professor, including thoughtful questions and active listening with note-taking.

## **ARTIST STATEMENT:**

- **Directions were followed accurately.**
- All work turned in on time or before due date(s)
- [No spelling or grammar mistakes.](#)
- Work displays significant, unrushed efforts of critical thinking and self-reflection.

## **FINAL WORK:**

### PHOTOSHOP

- **Directions were followed accurately.**
- All – or most – of the Photoshop skills/tools learned in class so far used/explored to create final work.

### ADOBE EXPRESS PAGE








- **Directions were followed accurately.**  
This includes understanding how one publishes once, then continues to update the link. In other words, only one URL should be needed.
  - [No spelling or grammar mistakes.](#)
  - Adobe Express contains required elements.
  - Work is presented confidently and professionally.
- 











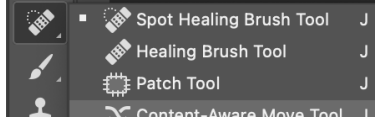
## **EXTRA CREDIT:**

- Significant documentation on Adobe Express page of process, including both ideation phase and work in progress.

# photoshop requirements

The following is a list of Photoshop skills/tools learned so far in this course that you should be able to do on your own with a few reminders. Like any other skill, software use takes repeated use for it to be easy. This is why there are [Review Videos](#) available for this class. Many things may also be learned from a quick Google Search or using the Help menu in Photoshop.

- ❑ Photoshop interface.
- ❑ Image : Image Size
- ❑ “Photoshop Math”
  - > Width x Height x Resolution
- ❑ Saving your work
- ❑ Moving work around  
- ❑ Polygonal Lasso 
- ❑ Edit : Transform choices
  - > we covered Scale, Rotate, Distort, and Warp
- ❑ Image : Adjustments
  - > we covered Curves, Brightness/Contrast, Hue/Saturation, and Black & White
  - > do this on a layer or use to affect a layer
- ❑ Window : Layers
  - ❑ Adding, Duplicating, Moving, Locking/Unlocking Layers
  - ❑ Layer Blending Modes and Opacity
- ❑ Cropping 
- ❑ Eyedropper 
- ❑ Type tool (and Window : Character) 

- ❑ Brush tool (size, hardness, opacity) 
- ❑ Dodge 
- ❑ Burn 
- ❑ Sharpen 
- ❑ Smudge 
- ❑ Eraser 
- ❑ History Brush 
- ❑ Filters (we covered Motion Blur - lots more!)
- ❑ Layers - Vector Mask 
- ❑ Selecting objects:
  - ❑ Object Selection 
  - ❑ Select : All
  - ❑ Quick Mask\* (Q) and paint to select
- ❑ Edit : Fill : Content-Aware Fill
- ❑ Clone Stamp 
- ❑ Spot Healing Brush 
- ❑ Healing Brush
- ❑ Patch\*
- ❑ Liquify

# STEP 1 brainstorm

The first day of the project will involve a Brainstorm Day workshop as students ideate individually and in groups, in both written and visual formats.

## INDIVIDUAL BRAINSTORMING

We will begin this project with 15 minutes of individual brainstorming to develop a narrative. Start by jotting down your initial ideas in your sketchbook. Answer the following prompts to get started. *Put effort into these because they are due with your final sketch in the next class.*

- What themes would you like to explore in this work?
  - *Examples of themes include adversity, advocacy, freedom, social change, social constructs, heroes, humans and the environment, identity, industry, progress, decay, growth, etc.*  
*This is not an exhaustive list but rather examples to get you started.*
- What feeling(s) do you want to convey in this work? What imagery or visual cues will you use to communicate this feeling?
- Who is your [protagonist](#) (and/or [antagonist](#))? Is the protagonist a human? An animal? An object? Or something else?
- Is it necessary for us to see the protagonist in order to understand the story?
- What events led the protagonist to this point?
- What might happen next?
- How can [symbolism](#) be used in this work?
- What might your composition look like? (Try out some rough sketches here if you have time.)

## GROUP BRAINSTORMING

Next, we will sort into small groups. Within the group, each member will share their ideas.

Share confidently. All ideas are valid and important. Be respectful of your group members.

Don't talk over others. Don't dismiss anyone's point of view just because it might be different from your own.

One of the most important lessons I want you all to learn in this class is that you're not in this alone. Some of the best ideas are born from discussion with our peers. We are team and we are only as strong as our weakest member. Build each other up. Help each other thrive.

Refer back to the prompts above in your discussions. Build on your initial ideas. Write down everything in your sketchbook.

## **DUE > WHAT • WHEN • WHERE**

- See [next step](#) and what is **DUE** using the material from this day.

## PROPOSAL DOCUMENT

Most project in your career as an artist or designer will require a proposal. A proposal is a written document detailing your plan for a project. The proposal is typically submitted to a boss and/or client for approval.

While you are in college, you will submit proposals before many of your projects. Your professors will each have their own requirements and submission specifications.

Create a 8.5 x 11 inches multi-page document created in any word processing program like Pages, Word, or Google Docs. Save the file as **YOUR LAST NAME\_1413\_Proj1\_Proposal**.

This document must contain the following:

- **NAME:** Your name
- **TITLE:** The title of the proposal
- **IDEATION:** A typed list of all the brainstorming questions followed by your answers. Answers should be well-thought out, well-formed, and written using full sentences with correct grammar and punctuation.

*Pretend you are submitting this to a potential client. These kinds of preventable mistakes can be viewed as lazy or apathetic by potential clients and employers. It's the kind of thing that earns one person a job over other candidates.*

- **GOALS:** A paragraph or so explaining your goals for this project. Be specific. "I want to learn more about Photoshop" is too broad.  
*Setting multiple goals for yourself outside the parameters of assigned projects is essential to your experience as a student.*

In addition to the digital document, **one final sketch** should be completed by hand:

- **FINAL SKETCH:** A refined, detailed sketch of your planned composition. Sketches are an integral part of brainstorming and communicating your ideas to others.


*see next page*



- Your sketch should reflect everything you wrote in the proposal.
- Sketches should be done on paper - not digitally. Lines should be dark enough to photograph well if classes move to virtual. Therefore, student can either create drawing with dark pencil marks or draw lightly with pencil and then trace over with ink/fine tip marker.  
*Sketches should come before you ever touch a computer – or phone, or tablet. A reliance on technology (Googling for ideas) will not help you grow. It is a crutch. Believe in yourself and your ability to create original works.*
- Your sketch may include color if you choose, but it is not a requirement.

## **DUE > WHAT • WHEN • WHERE**

**DUE** for discussion in class on **2:00pm** on ~~Wed Feb 1~~ **Mon Feb 6**.

- **YOUR LAST NAME\_1413\_Proj1\_Proposal** document turned in your **GOOGLE DRIVE**  shared folder for this class. Place in sub-folder **PROJECT 1**.

### **IF CLASS HELD IN PERSON:**

- 1 copy of printed Proposal pages on normal letter-sized 8.5 x 11 paper.
- 1 final sketch created on paper using pencil. Ink, colored pencils, markers, etc. are optional.

### **IF CLASS REPLACED BY ZOOM APPOINTMENT:**

Each person will claim a time to meet with Prof. Nikki over Zoom (see Zoom URL for this class on syllabus).

On ~~#1413\_feb1~~, see post asking for Proposal and Sketch.

Each student post ~~IN THE THREAD~~ the following:

- Paste in text from Proposal document. Make section titles bold for easy reading.
- Take a clear screenshot of final sketch and attach to this one post. *Therefore, each student only posts once in the thread. This one post has both text and an image.*

# STEP 3 one-on-one +work days

## FILE CREATION

- File Name: **YOUR LAST NAME\_1413\_Proj1.psd**. (Photoshop native file type.)
- Image Size: Whatever is its longest side >> 10 inches.
- Resolution: 150 DPI. (No more, no less.)
- Mode: RGB, 16-Bit
- Use as many skills/tools listed in [Photoshop Requirements](#) as possible when creating artwork.

## ONE-ON-ONE x 2

Each student will have a brief one-on-one accountability check-in with the professor. This is an opportunity for individualized instruction as well. Each time, student must show up with work that has been completed beyond the previous class day. **Remember, you are required to spend a minimum of three hours per week on work for each studio art class you take.**

## WORK DAYS

Each class period, you will be given studio time to work on this project after that day's demos. Take full advantage of this time by working and asking questions as needed.

**As you work, make sure to take screenshots of your work** at various stages of completion. These work-in-progress screenshots will be required later in the project.

*see next page*

## **DUE > WHAT • WHEN • WHERE**


**DUE** for one-on-one discussion in class at **2:00pm** on ~~Mon-Feb-6~~ **Wed Feb 8**.

- **YOUR LAST NAME\_1413\_Proj1.psd** file up on student's computer to discuss.
  - Photoshop work must have been completed since the last class time. All students will put up work when class begins; therefore, it is expected each student would have spent time outside of class working in Photoshop on this project.
  - When not in discussion, student should be working on the file. Therefore, if you have questions that must be answered before you can proceed, be one of the first who speak with professor!

**DUE** for one-on-one discussion in class at **2:00pm** on ~~Wed-Feb-8~~ **Mon Feb 13**.

- **YOUR LAST NAME\_1413\_Proj1.psd** file up on student's computer to discuss.
  - Photoshop work must have been completed since the last class time. All students will put up work when class begins; therefore, it is expected each student would have spent time outside of class working in Photoshop on this project.
  - When not in discussion, student should be working on the file. Therefore, if you have questions that must be answered before you can proceed, be one of the first who speak with professor!

**FINAL WORK DUE** at **2:00pm** on ~~Mon-Feb-13~~ **Wed Feb 15**.

- **YOUR LAST NAME\_1413\_Proj1.psd** file turned in your **GOOGLE DRIVE**  shared folder folder for this class. Place in sub-folder **PROJECT 1**.
  - Photoshop work must have been completed since the last class time. All students will put up work when class begins; therefore, it is expected each student would have spent time outside of class working in Photoshop on this project.
- **YOUR LAST NAME\_1413\_Proj1.png** or **jpg** file created from Photoshop in class to use on final Adobe Express page. *Guidance in class if needed to keep file size down.*

# STEP 4 artist statement

At the completion of each project you will be required to write an artist statement or project reflection. The requirements may vary so always refer to the project sheet before writing your artist statement.


Create a 8.5 x 11 inches multi-page document created in any word processing program like Pages, Word, or Google Docs. Save the file as **YOUR LAST NAME\_1413\_Proj1\_Statement**.

This document must contain the following:

- **NAME:** Your name
- **SUMMARY:** Minimum of one paragraph summarizing the project. (In other words, what was the assignment?) Write this assuming the reader knows nothing about the project or this class. Explain it like you would explain to a parent or friend.
- **GOALS:** Minimum of one paragraph detailing the goals you set for yourself, whether or not you reached those goals, and how your experience with this project might shape your future goals.
- **EXPLANATION/DEFENSE:** Minimum of one paragraph explaining your solution to the prompt. Convince the reader that your solution is thoughtful and worth seeing. Use the answers you gave to some of the brainstorming prompts as supporting evidence.
- **KNOWLEDGE GAINED:** Minimum of one paragraph explaining what you learned. Share the technical skills (Photoshop) but also discuss any changes to your mindset or expectations of art, design, college, etc.

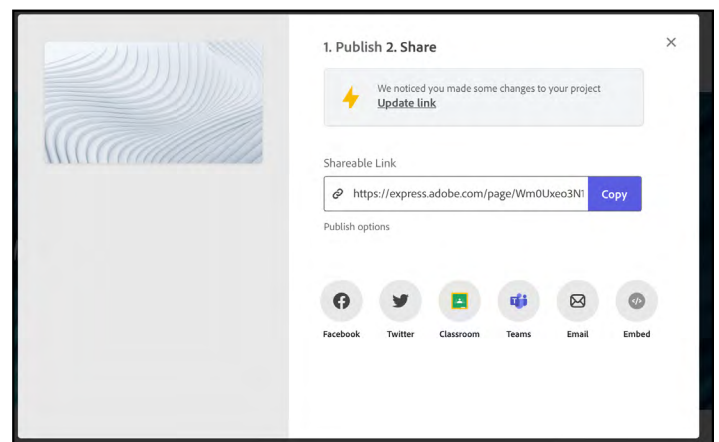
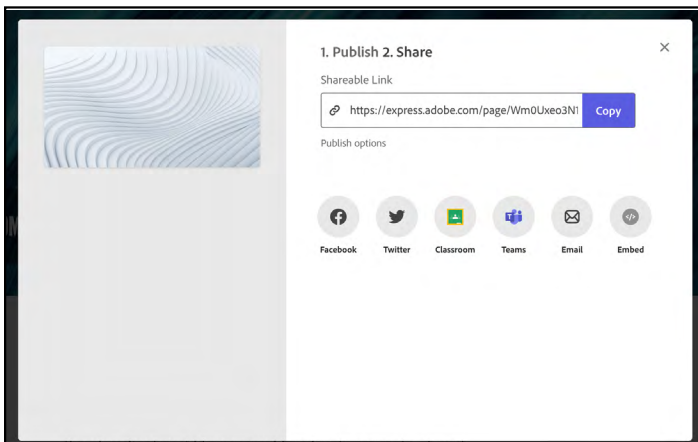
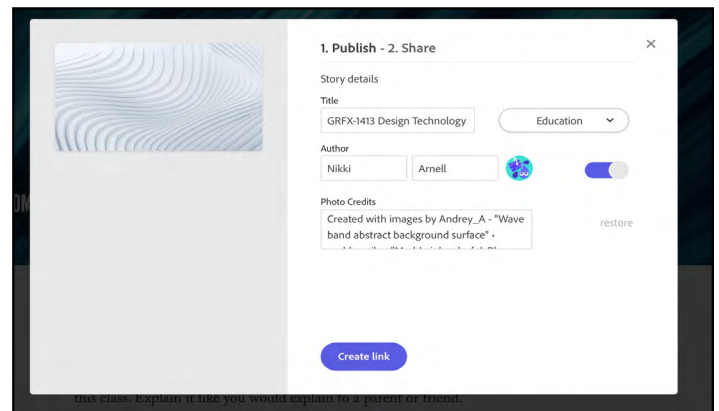
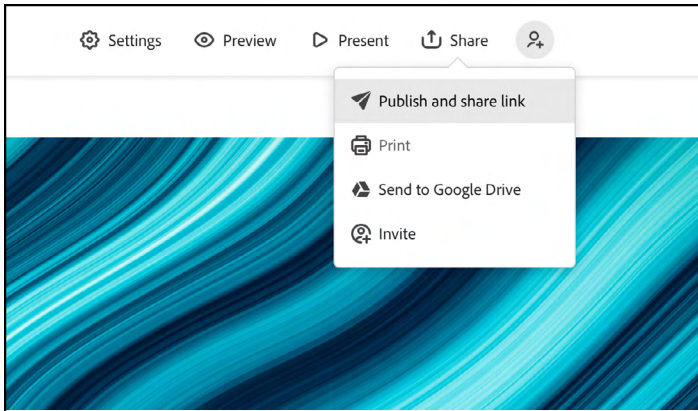
## **DUE > WHAT • WHEN • WHERE**

**DUE** to use in class at **2:00pm** on ~~Mon Feb 13~~ **Wed Feb 15**.

- **YOUR LAST NAME\_1413\_Proj1\_Statement** document turned in your **GOOGLE DRIVE**  shared folder folder for this class. Place in sub-folder **PROJECT 1**.

# STEP 5 final work

In class on Wednesday, February 8, students will be guided to [begin an Adobe Express page](#) that they will continue to work on the entire semester. This is the final project for the class.




On Monday, February 13th, students will place the following on their Adobe Express page in a new section using any template they feel works well. [This is an example](#). Like saving a file that you've changed, update the link. This just republishes the updated work to the same URL.

A new section will be added, titled **COMPELLING COMPOSITES**.


- The section of your artist statement explaining the project (**SUMMARY**).
- **Screenshots of your work in progress** (minimum of three). You may also include photos of your brainstorming and sketches if you like, but it is not required. Make sure they look professional, and not messy if you choose to include them.
- The remainder of artist statement (**GOALS, EXPLANATION/DEFENSE, KNOWLEDGE GAINED**).
- **Your work in its completed form.**

## **DUE > WHAT • WHEN • WHERE**

**DUE** in class on ~~Wed Feb 8~~ **Mon Feb 13**.

- The link to the beginning of your Adobe Express page **DUE** in post on Slack  channel **#1413\_final**.

**DUE** in class on on ~~Mon Feb 13~~ **Wed Feb 15**.

- Updated link (same link, just check that it updated correctly) to your Adobe Express page **DUE** in post on Slack  channel **#1413\_final**.