

Title: Surrealism Photoshop Project

Sequence Theme/Big Idea: Surrealism

Grade Level: 9

Time Frame: 11 classes

[Link to presentation](#)

Lesson Narrative: This lesson introduces the art genre, surrealism, and allows students to design and create their own surrealist compositions. Students will be introduced to Photoshop and learn how to edit photos to create a surreal composition. Students will also write an artist statement to accompany their projects and describe the inspiration.

Standards:

2PE Identify and describe the sources artists use for visual reference and to generate ideas for artworks.

5PE Describe the role of technology as a visual art medium.

1PR Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.

2PR Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

4PR Establish the appropriate levels of craftsmanship when completing artworks.

5PR Investigate how to access available digital tools and innovative technologies to create and manipulate artwork.

6PR Identify and apply visual literacy as a means to create images that are personally expressive.

1RE Explore various methods of art criticism in responding to artworks.

3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.

Objectives:

Students will...

- Be exposed to surrealist works by Salvador Dali
- Free write and draw a dream to inspire them for their compositions
- Create a composition that is surreal in that it creates a realistic atmosphere with unreal circumstances
- Create a composition of the project includes a background and at least two “characters,” to create a dream, story or idea
- Experiment with Photoshop and properly edited photos with the lasso tool, magic wand and/or eraser, while making sure edges of the characters are cleanly edited
- compile high quality photos and manipulate them to have similar lighting, color, saturation etc. (if they don’t already)
- write an artist statement describing their art and the intentions of their work

Materials:

- Laptops with the Photoshop Elements program
- The film “Destino” by Salvador Dali and Walt Disney
- Printer
- Printer paper
- [Dream Worksheet](#)

Vocabulary:

Surreal- art that looks realistic but involves unreal circumstances

Atmosphere- the overall setting and environment in an image

Content- the images in the composition

Quality- the craftsmanship in editing

Artist Statement- a statement describing the artwork and the intentions

Lasso Tool- tool in Photoshop that allows you to highlight an area and move or erase it

Move Tool- tool in Photoshop that can shift a photo or highlighted area around, or to another photo

Magic Wand- tool in Photoshop that highlights an area based on color

Eraser Tool- tool in Photoshop that erases the image; you can change brush style, size, and opacity; good for cleaning edges and blending

JPEG- a file type for saving images as pictures

Procedure:

Day 1:

- Give students the Surrealism free write [Dream Worksheet](#) and have students write about a dream they have had. If students can not think of one, they should be inspired by their dreams and write a story. They will then draw of picture of this dream.

Day 2:

- Use the slideshow to introduce surrealism. Talk about Salvador Dali's work and show the film "Destino" that he and Walt Disney created. Have students share their dreams from their worksheet. Show other surrealist artworks and explain how the works are all realistic works that show unreal circumstances. Talk about the project objectives and components of composition. Show the exemplar.
- Have students google surrealist images to get a better idea about surrealism as well as inspiration for their project.

Day 3:

- Students will compile photos from online and save them in a folder in Documents with their name as the title. Explain how to create a new folder.

Day 4:

- Use the rest of the slideshow to talk about effective surrealist compositions.
 - Atmosphere is created
 - Lighting and color is consistent between layers
 - Images are seamlessly photoshopped together
- Talk about ways to enhance compositions
 - Rule of thirds
 - Balancing elements
 - Leading lines
 - Focal point
- Talk about the self portrait surrealist artist *Pierre Beteille* and show works
- Discuss how you can change objects to similar forms to make them surreal
- Discuss how you can change landscapes to similar materials to make them surreal

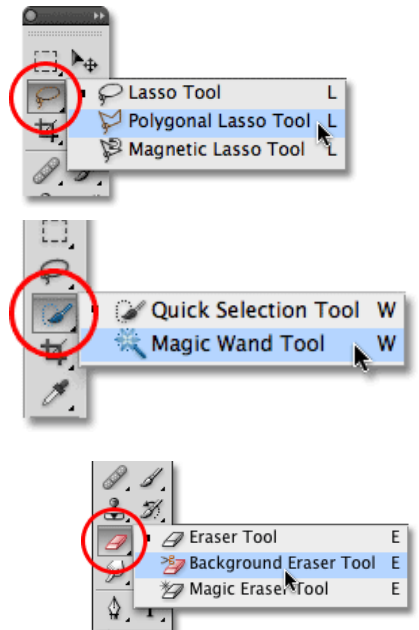
Day 5:

- Give a Photoshop Elements demonstration on the smartboard and have students follow along with laptops to explain...

1. Google an image and save it to your folder in "Documents"
2. Open Adobe Photoshop Elements, click Photo Editor, and go to the "Expert" tab at the top

3. Click on **Window** and open the “Layers” window and the “History” window. (These will have a check mark if open)
 - a. In Photoshop, we use *layers*. This means you can layer images and edit only one layer at a time. You can also hide layers by clicking the eyeball next to the layer.
 - b. We also use *history*. This is your “undo” button--> each time you do something in the program, it documents your steps so you can go backwards in time.
4. Import your image to the first Photoshop layer by going to File, **Open**, and selecting your image OR drag your image into the program.
5. Unlock your image by double clicking the layer (the lock symbol will go away)
6. To resize your “canvas” go to Image, Resize, **Canvas Size** and make sure it is 11 width and 8.5 height.

- The **Lasso** tools allow you to delete things you lasso
- The **Quick Selection** tool and **Magic Wand** allow you to highlight and delete areas of similar color
 - Hold down **Alt** to do the opposite
 - *Deselect* your highlight by right clicking and choosing **Deselect**
- Use the **Eraser** for cleaning up edges and blending images together
 - You may change the **size** and **opacity** (transparency)
 - Lower the opacity to get a soft edge on objects
- Add **Layers** by dragging in more images. Click on different layers to edit.
- To resize images, click on the image and a box will pop up around it: drag the corner
- Don't be afraid to mess up, when in doubt go back in **History!**



7. **SAVE:** go to File, Save As, click okay, and save to your folder in documents as a **.PSD**

Day 6-8:

- Student will create Photoshop compositions—help them. Make sure they are saving them as **name_surreal.psd** files in the right folder.

Day 9:

- Have students open their .PSD files and save them as .JPEGs, titled **name_periodnumber_v1.jpeg**

- Place all the laptops on the tables. Place folded white pieces of paper next to laptops with a happy and sad face on either side so students can walk around and write positive and critical comments regarding each art work. Talk about each work as a group. Students should use feedback to enhance their work.

Day 10-11:

- Students will work on surreal Photoshop creations
- After they are done they will write an artist statement that describes their image...

Artist Statement

Name
"Title"

- What makes this project surreal?
- Is it a dream? Is it a story? Describe it
- What made you interested in this composition?
- How did you combine layers to create a surreal composition?

Assessment:

Assignment: **Surrealism Photoshop Project**

Project Evaluation

CRITERIA	POSSIBLE POINTS	STUDENT SCORE	TEACHER SCORE	COMMENTS/REFLECTIONS
The overall composition is surreal in that it creates a realistic <u>atmosphere</u> with unreal circumstances.	15			Surrealism=art that is dream or fantasy
Content: The composition of the project includes a background and at least two "characters," to create a dream, story or idea.	20			What is your idea?
Quality: The student experimented with Photoshop and properly edited photos with the lasso tool, magic wand and/or eraser. Edges of the characters are cleanly edited.	30			Are there accidental marks around characters or did you cut away too much of any characters? Is the editing sloppy?
The student has compiled high quality photos and manipulated them to have similar lighting, color, saturation etc. (if they didn't already)	20			Do the layers look like they go together?

The student wrote an artist statement describing their art and the intentions of their work.	15			Did you write about the inspiration or dream?
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TOTAL: _____/100 _____/100

I liked/disliked the project because:
