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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Information Technology | |
| **Course Name** | Digital Media | |
| **Lesson/Unit Title** | Three Dimensional Effects | |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and skills**  (5) The student analyzes and applies design and layout principles in digital media. The student is expected to:  (D) identify and apply three-dimensional effects such as foreground, middle distance, and background images | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | The student will be able to:   * Locate no less than 2 individual images that they can combine to create a 3-dimensional effect * Demonstrate the ability to use “foreground,” “middle distance,” and “background” in creative ways to add impact and gain the attention of his/her target audience | |
| **Rationale** | After completing this assignment, the student will be able to identify and define “foreground”, “middle distance”, and “background” as they affect three-dimensional effects, as well as combine two or more separate images to synthesize the desired three-dimensional effect. | |
| **Duration of Lesson** | This lesson should take 3 hours. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None | |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * 3D Effects Teacher’s Instructions * 3D Effects Assignment Sheet and Rubric * Student files folder filled with stock images including “3D example .jpg,” “basketball.jpeg,” “computer.jpeg,” and “Player.jpeg”   **Materials Needed:**   * A copy of the 3D Effects Assignment Sheet and Rubric * Access to school approved image files   **Equipment Needed:**   * The instructor will need a computer connected to an interactive white board or projector to give students the ability to watch while he/she is working with an image * Each student will need a computer with some photo editing software * Optional equipment: * digital camera * color printer | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The instructor should do the following:   * Ask, “How would you define the ‘foreground’ of a picture or image?” * Ask, “How would you define the ‘middle ground’ of a picture or image?” * Ask, “How would you define the ‘background’ of a picture or image?” * Ask, “Can you define 3D (three dimensional)?”   As a class, students can brainstorm about ways to simulate 3D effects in an image that is only 2 dimensional without the use of any special equipment (3D cameras). | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Definitions  a. Foreground  b. Middle distance  c. Background  II. How can you simulate 3D effects using 2D images?  a. Ask for examples  b. Allow students time to look up examples online  III. Why would you do this?  a. Attention getter  b. Creative impact  c. Emphasis on subject | For this lesson, refer to “Teacher’s Instructions” for direction on how to introduce and complete the lesson with your students. Students will require access to the student files folder filled with stock images including “3D example .jpg” “basketball.jpeg”, “computer.jpeg”, and “Player.jpeg”. Students should follow along while using the same files the teacher works on during the lesson. |
| **Guided Practice \*** | During the discussion, students will brainstorm about simulating 3D effects with 2D images. Students who have been absent may require additional one-on-one direction and prompting, or they can collaborate with other students in the classroom. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Provide students with the 3D Effects Assignment Sheet and Rubric to complete on their own. They will use a combination of existing images and images that they capture on their own to complete the project, and then they will compare and contrast their work against their classmates’ work. | |
| **Lesson Closure** | Students will take all of the introduced information from the lesson and use it to complete the project. The instructor may use a quick Q&A with regards to the parameters of the assignment to check for understanding. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment:**   * Periodic checks for understanding are used as well as progress checks to quantify the amount of research done and information gathered.   **Formal Assessment:**   * Students will complete the project individually to check for understanding, and the instructor will grade it against the provided rubric. Class evaluation and discussion can also be used to allow students to compare and contrast their project against those of their peers. | |
| **References/Resources/**  **Teacher Preparation** | None | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | After completing their project, students will be able to control and create 3D images by manipulating foreground, middle distance, and background. They should ask questions like   * “Is this image important, and if so, where is the point of greatest impact?” * “How can I add emphasis to my project through the use of 3D?”   As the assignment has a small timeframe for completion, allowing for collaborative interaction should fill any remaining completion time gaps. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA  Technology Student Association | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)