

Lesson Four: From Short Story to Computer Screen

"Lesson Four: From Short Story to Computer Screen" is appropriate for high school students who have had prior experience using Photoshop Cs4 with USB Adesso drawing tablet and stylus or other appropriate computer graphics application. "Lesson Three: From Words to Image" is appropriate for upper elementary or middle school students.

Objectives

1. Students are able to create computer images of characters in a short story.
2. Students are able to create backgrounds for their characters.
3. Students are able to diminish the size of objects in the background to show distance.
4. Students are able to insert words into their computer image.

Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques: PO 201 & 301: Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.

CREATE: Meanings or Purposes: PO 301: Demonstrate purposeful use of subject matter and/or themes symbols in his or her own artwork.

CREATE: Meanings or Purposes: PO 202: Create an artwork that serves a function.

Preparation

If possible in collaboration with a Language Arts teacher, select and familiarize yourself with a grade appropriate short story. Determine whether you will introduce the story or whether the students' Language Arts teacher will so do. Preview "From Short Story to Computer Screen" PowerPoint. Select a computer graphics program with which your students are already familiar.

Resources and Supplies

Printouts of selected short story

[*From Short Story to Computer Screen PowerPoint*](#)

Computer lab

Photoshop Cs4 with USB Adesso drawing tablet and stylus or other computer graphics application

Activities

Review: Review the theme in life that "Innovative people can adapt, that is, they can make changes to fit new situations" and the theme in art that "People in the arts use their imaginations to adapt ideas from one art form to another, such as a book to a movie or a poem to words for a song" introduced in Lesson One: How We Adapt.

Also review the unit's three key questions:

- 1) What ideas can I get for my art from another art form?
- 2) What subject matter is represented (shown or described) in the artwork?
- 3) How can I use foreground and background to tell a story?

Introduction: Display the first three slides of “From Short Story to Computer Screen”

PowerPoint:

- Slide 1: Remind students that artists sometimes adapt an idea from one art form into another art form.
- Slide 2: Ask students to read an excerpt from a novel and imagine the scene as a movie.
- Slide 3: Compare students' imagined scenes with an actual scene from the 1940 black-and-white movie *Arizona*.

Assignment: Display slides 4 and 5 to introduce the project objectives.

- Slide 4: Explain to students that they are to demonstrate what they've learned by creating a computer image that 1) shows an important character, 2) gives that character a background from the story, 3) uses diminishing size of objects to show distance, and finally, 4) includes relevant words from the story carefully placed in the computer image.

Step-by-Step-Instructions with Examples: Display remaining slides “From Short Story to Computer Screen” PowerPoint to explain steps in creating a character in a background:

- Slide 5: Show preliminary character sketch by high school student, Hana Wilde.
- Slides 6 & 7: Define foreground and background and practice applying the terms.
- Slide 8: Show Hana's preliminary drawing that includes the character, background and possible placement of text.
- Slide 9: Show Hana's early computer illustration of the character with background.
- Slide 10: Explain how objects in the background appear smaller than objects in the foreground.
- Slide 9: Go back to slide 9 and ask students to propose details that could suggest depth by diminishing in size in the distance.
- Slide 11: Show Hana's final illustration. Discuss her placement of text and use of diminishing size to suggest depth.

In-Process Feedback: Students who are having success creating their images can assist other students with computer skills. Remind students of the project's three objectives as they work.

Presentation I: Divide students into groups giving each group printouts of images made by students in other groups. Ask each group to:

- Identify more than one image of the same character.
- Discuss technological choices students made to create their character.
- Point to examples of objects in the background made smaller to show distance.
- Explain how the inserted words relate to the story being told in the image.
- In turn, display each image to the class reading the words and identifying an interesting character or background detail.

Presentation II: Recombine the students into two large groups.

- Direct one group of students to stand in a line holding their images.
- Ask the other group to consult together to move the other students into the sequence of their images, from beginning to end of the story, explaining their decisions.
- Finally, ask groups to trade tasks to create a sequence with the other group's images.

Art Vocabulary

adapt, adaptation

character

background

foreground

layout

backlighting

complement

font

Other Vocabulary

conestoga wagon

drove

jostling

carousing

teamsters

ragamuffins

Assessment Guides

OBJECTIVE 1: Students are able to create computer images of characters in a short story.

Exceeds Expectations: The final image shows a character that shows at least two details (such as facial expression, pose, action, clothing, etc.) drawn from or appropriate to the story.

Meets Expectations: The final image shows a character that shows at least one detail (such as facial expression, pose, action, clothing, etc.) drawn from or appropriate to the story.

Approaches Expectations: The final image shows a character.

Fails to Meet Expectations: The final image does not include a character.

OBJECTIVE 2: Students are able to create backgrounds for their characters.

Exceeds Expectations: The final image includes a background that shows at least two details drawn from or appropriate to the story.

Meets Expectations: The final image includes a background that shows at least one detail drawn from or appropriate to the story.

Approaches Expectations: The final image includes a background.

Fails to Meet Expectations: The final image does not include a background other than empty space.

OBJECTIVE 4: Students are able to insert words into their computer image.

Exceeds Expectations: Words are carefully placed within the final image and relate specifically to the scene illustrated.

Meets Expectations: Words are either carefully placed within the final image or relate specifically to the scene illustrated.

Approaches Expectations: Words are included within the final image.

Fails to Meet Expectations: No words are included within the final image.