

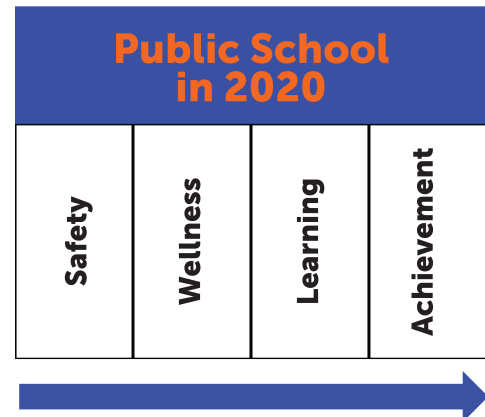
Creative Wizardry CTF Challenge

Title	Creative Wizardry	Grade	9
Challenge Question	<i>Do you enjoy creating graphics? Why or why not?</i>	Estimated Challenge Time	[¼ Semester] 8 x 160 mins
All outcomes in the <u>CTF Program of Studies</u> should be addressed in each CTF course.			

Pre-Amble




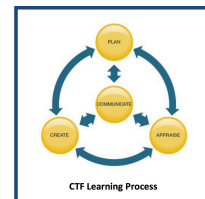
We are living – therefore teaching – in unique times. With 2020's medical/social/economic turmoil, Winston Churchill High School made it a goal to reconceptualise public school learning to account for changing societal context(s). The graphic on the right showcases the priorities teachers will be asked to account for. It begins with safety. Attending school during a pandemic is a privilege only made possible through diligent efforts to keep each other safe. Next, wellness. We are anticipating increased student, parent, and community duress, during these times of uncertainty. It will be important now more than ever to promote wellness, coping skills, and interpersonal connections. By focusing on safety and wellness we will promote a culture, where learning and achievement can come into fruition. This is important because it is imperative we still expect school to be a place of learning. By implementing the motto of “work hard (learning & achievement) , be kind (safety & wellness)”, we will see Churchill continue to be “a community of learners working to make our world a better place!”




As a result, I have focused various facets of the PS3 experience to account for these four pillars including:

- Adjusting university templates (restructuring)
- Increased breaks and formative work built into lesson plans
- TPGP goals and pedagogical practises

Challenge Description	<p>CTF Challenge Description:</p> <p><i>Career and technology foundations (CTF) is an Alberta education initiative designed to help middle year students (grades 5-9) find success and discover a greater sense of self through experiential, hands on, exploratory, cross-curricular challenges. CTF is not about perfecting skill, but progressing self through developing competencies. Competencies as defined by Alberta Education are combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working.</i></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>CTF challenges are crafted to give students ample opportunity to discover innate interests, passions, perspectives, and talents that may eventually lead to more informed decision making regarding high school CTS programming, and eventual occupation. The CTF program has been generalized into five different learning modules: Business, Communication, Resources, Technology, and Human services. Regardless of which module(s) a challenge relates to, students are nurtured and evaluated on their demonstration of the same fourteen competencies which place a heavy emphasis on the following learning process:</p> </div> </div>
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	<p>Creative Wizardry Challenge Description:</p> <p><i>In this challenge students will take small steps towards becoming a “Photoshop Wizard.” This is a term coined for individuals who know the Photoshop in a manner where they can create anything the mind can conceive using its powerful tools. The challenge will comprise of several projects (spells) that will be supported by a written learning journal (spellbook). The sequencing of these projects will be in a manner where they build off each other in level of difficulty. The culminating project will be one where students choose what they want to make within a few set parameters.</i></p> <p><i>Due to the context of COVID-19, the course will be designed with the potential of online delivery in-mind. I plan on creating a course “Creative Wizardry” presentation file (PDF), that will host all content covered. It will also contain enriching links, project checklists, class expectations, student project submissions (gallery format), tutorial videos (custom filmed for each project), and other useful learning resources. The Microsoft TEAMS OneNote will be the “Spellbook” platform that students communicate their learning through.</i></p> <p>Creative Wizardry Challenge Rationale:</p> <p><i>The whole course is subtly designed to mirror how the creative industry works. As a graphics artist garners more skills and experience they are promoted to different job positions. In the case of this course, wizardry terminology has been used to mask the working world terms. This parallel connection will be revealed to students at the end of the challenge. Throughout the challenge students will be exposed to a variety of working files (Photoshop) from projects I completed in art school, advertising agencies, freelancing, and passion projects. I will also talk about potential career paths pertaining to graphic arts and make sure that I end the challenge with a strong plug for taking multimedia courses (CTS).</i></p> <p><i>This powerful piece of software has been made freely available to students for all four years of their high school experience. By familiarizing oneself with this platform, they can use its creative capacities to accomplish work in other subjects, explore their own interest, or expand upon their learning year to year in CTS courses. Not only can creative skills provide a deep sense of enrichment as students engage in “making” artwork, but open doors to different career paths. Students will develop technical and conceptual skills as certain projects will require them to go through the creative process. These creative skills are especially valuable as western society continues to lose practical jobs to robotics.</i></p> <p><i>As a gold pencil headmaster, I’ve had lots of experience working with Adobe software – especially Photoshop, both: as I received a Bachelor’s of Design (BDes) from the Alberta University of the Arts; and as an art director at a Calgary based adverting agency. See sample works here. I have many peers and contacts working in a wide variety of occupations within the creative industry. I believe these connections could benefit classroom settings through means such as video interviews, guest lectures, exemplar work, e-mail mentoring, job shadowing opportunities, and potential internships. I am passionate about art and design and want to be teaching courses such as this challenge. I know I will overtime to ensure students have a memorable experience.</i></p>							
Scenario	<p><i>Have you ever felt like you see the world differently than most? Have inner beckoning’s to make, create, or tinker? If so, look no further. We’re seeking students for our Creative Wizardry CTF challenge, who are ready to make magic happen. With modern technology and software (i.e. Photoshop), you can visualize worlds of possibility. In this class, you will both prove and grow your wizardry skills by completing various Photoshop challenges (spells). The spells are infused with student choice, and are augmented by video tutorials and mini-challenges. As you complete spells, you will receive mastery points. As a class, these mastery points can be combined to summon a reward.</i></p>							
Occupational Areas	<p>BUSINESS</p> <table><tr><td><input type="checkbox"/> Computing Science</td><td><input type="checkbox"/> Financial Management</td><td><input checked="" type="checkbox"/> Management & Marketing</td></tr><tr><td><input checked="" type="checkbox"/> Enterprise & Innovation</td><td><input type="checkbox"/> Information Processing</td><td><input type="checkbox"/> Networking</td></tr></table>		<input type="checkbox"/> Computing Science	<input type="checkbox"/> Financial Management	<input checked="" type="checkbox"/> Management & Marketing	<input checked="" type="checkbox"/> Enterprise & Innovation	<input type="checkbox"/> Information Processing	<input type="checkbox"/> Networking
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(Select at least two to explore.) <u>CTF Occupational Areas and Possible Occupations</u>	COMMUNICATION <input checked="" type="checkbox"/> Communication Technology <input checked="" type="checkbox"/> Design Studies <input type="checkbox"/> Fashion Studies		
	HUMAN SERVICES <input type="checkbox"/> Community Care Services <input type="checkbox"/> Foods <input type="checkbox"/> Legal Studies <input type="checkbox"/> Cosmetology <input type="checkbox"/> Health Care Services <input type="checkbox"/> Recreation Leadership <input type="checkbox"/> Esthetics <input type="checkbox"/> Human & Social Services <input type="checkbox"/> Tourism		
Links Between Occupational Areas and This Challenge + Skills, Knowledge and Technologies Related to the Occupational Areas	RESOURCES <input type="checkbox"/> Agriculture <input type="checkbox"/> Forestry <input type="checkbox"/> Wildlife <input type="checkbox"/> Environmental Stewardship <input type="checkbox"/> Primary Resources		
	TECHNOLOGY <input type="checkbox"/> Construction <input type="checkbox"/> Fabrication <input type="checkbox"/> Mechanics <input type="checkbox"/> Electro-Technologies <input type="checkbox"/> Logistics		
	BUSINESS	Links	Marketing Manager (MAM), Small business owner (ENT)
		Skills	Working in a mock “creative agency” setting. Responding to creative briefs to develop client deliverables. Earning “fake” money as a class for successfully handing in deliverables. Money will be used to purchase incentives.
COMMUNICATION	Links	Photographer (COM), Social Media Specialist (COM), *Designer/Art Director (DES)	
	Skills	Taking photos with basic compositional rules in mind. Creating content for social media platforms with proper dimensions and resolutions. Utilizing Photoshop tools to create products geared towards solving client needs.	
<i>*Not included in the examples provided on education Alberta, but fits the description of the Communication Occupational Area</i>			

Safety and/or Environmental Considerations	<i>[Identify the potential safety and environmental concerns that should be addressed in this challenge. The document CTF Safety and Environmental Considerations for Occupational Areas may be a helpful resource.]</i> Alberta Education FOIP + Provincial COVID Regulations: <ul style="list-style-type: none"> Students and staff must be wearing masks at all times inside the school Students are to remain socially distanced (6 ft.)
Facility Type	<i>Describe what kind of room or facility best suits this challenge.</i> A computer lab, with gaps between computers to provide room for students to write and draw. The teacher will need a smartboard (projected display) to showcase tutorials and other visual information to the class. The teacher should be able to take over access to students computer to manage inappropriate use and to aid in instruction. Ideally the computers would face in a manner where the teacher can see them.
Equipment and/or Consumables	<i>List the equipment and/or consumables that are necessary for this challenge.</i> Computers (x1 per student) Printer

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	Internet Access Adobe Creative Cloud (creating work) Microsoft Teams (submitting work) Pens and Paper (per student) SLR/Digital Cameras (x2-3) Tripod Printer
Possible Interdisciplinary Connections (CTF challenges can be stand-alone courses or interdisciplinary.)	<u>SUBJECTS</u> <div> <input type="checkbox"/> English Language Arts <input type="checkbox"/> Health and Life Skills <input type="checkbox"/> Religious Education </div> <div> <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science </div> <div> <input type="checkbox"/> French Language Arts <input type="checkbox"/> Outdoor Education <input type="checkbox"/> Social Studies </div> <div> <input type="checkbox"/> French Second Language <input type="checkbox"/> Physical Education <input type="checkbox"/> Other _____ </div>
	Learning Outcomes <i>[Identify the learning outcomes from other <u>subjects</u> that will be addressed in this challenge.]</i>

CTF Learning Outcomes: Identify the learning outcomes from the <u>CTF Program of Studies</u> that will be addressed in this challenge.
<input checked="" type="checkbox"/> I explore my interests and passions while making personal connections to career possibilities. <input checked="" type="checkbox"/> I use occupational area skills, knowledge and technologies. <input checked="" type="checkbox"/> I follow safety requirements associated with occupational areas and related technologies. <input checked="" type="checkbox"/> I demonstrate environmental stewardship associated with occupational areas. <input checked="" type="checkbox"/> I plan in response to challenges. <input checked="" type="checkbox"/> I make decisions in response to challenges. <input checked="" type="checkbox"/> I adapt to change and unexpected events. <input checked="" type="checkbox"/> I solve problems in response to challenges. <input checked="" type="checkbox"/> I create products, performances or services in response to challenges. <input checked="" type="checkbox"/> I appraise the skills, knowledge and technologies used to respond to challenges. <input checked="" type="checkbox"/> I communicate my learning. <input checked="" type="checkbox"/> I determine how my actions affect learning. <input checked="" type="checkbox"/> I develop skills that support effective relationships. <input checked="" type="checkbox"/> I collaborate to achieve common goals.

Competencies: Identify the <u>competencies</u> that will be addressed in this challenge.
<input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Managing Information <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Cultural and Global Citizenship <input type="checkbox"/> Personal Growth and Well-being
Literacy and Numeracy: Identify how the challenge supports the development of <u>literacy and numeracy</u> .

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<p>“Literacy is the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.”</p>	<p>“Numeracy is the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.”</p>
<p><input type="checkbox"/> Students recognize that literacy provides enjoyment and enables them to make sense of and participate in the world around them.</p> <p><input checked="" type="checkbox"/> Students identify what they know, are able to do and need to learn when engaging in tasks that involve literacy.</p> <p><input checked="" type="checkbox"/> Students are aware of the literacy demands within a task.</p> <p><input type="checkbox"/> Students use rules of language to acquire, construct and communicate meaning.</p> <p><input type="checkbox"/> Students use efficient and effective strategies to acquire, evaluate and ethically use information.</p> <p><input type="checkbox"/> Students use efficient and effective strategies to construct meaning.</p> <p><input checked="" type="checkbox"/> Students communicate to convey concepts, ideas and understandings.</p>	<p><input type="checkbox"/> Students recognize that numeracy enables people to make informed decisions in all aspects of daily living.</p> <p><input type="checkbox"/> Students identify what they know, are able to do and need to learn when engaging in tasks that involve numeracy.</p> <p><input checked="" type="checkbox"/> Students are aware of the numeracy demands within a task.</p> <p><input type="checkbox"/> Students apply knowledge of quantitative information to make an informed decision.</p> <p><input type="checkbox"/> Students apply knowledge of spatial information to make an informed decision.</p> <p><input checked="" type="checkbox"/> Students interpret, represent and communicate in a variety of digital and non-digital formats to support decisions in situations involving numeracy.</p> <p><input type="checkbox"/> Students use efficient and effective strategies and methods or tools to manage quantitative or spatial information.</p>

Assessments: These should include opportunities for students to reflect on and communicate their learning. It is the teacher’s professional decision as to what CTF learning outcomes are used and how they are assessed during a lesson.

Formative and Summative Assessments

Formative Assessments

	Course Challenge Scavenger Hunt.	Personal Inventory	Photography Scavenger Hunt (Powerpoint Presentation)	Emblem Proposal Sketches	Mea Spell Proposal	1 on 1 meetings	Exit Interview
Modality	Write	Write	Do/Write	Do	Write	Speak	Speak
Assessor	Self	Teacher	Teacher	Self/Peer	Self/Teacher	Self/Teacher	Self/Teacher

Summative Assessments

	Personal Spellbook (OneNote)	Insigne Spell (Personal emblem)	Evolvere Spell (Animal Mash-up)	Mea Spell (Create your own project)
Modality	Write	Do	Do	Do
Assessor	Teacher	Teacher	Teacher	Teacher

Resources: Identify potentially useful resources for teaching and learning the challenge.

Resources that can assist in creating CTF challenges:

- [Buck Institute](#)
- [Focus on Inquiry](#)

Creative Wizardry CTF Challenge

<ul style="list-style-type: none"> • Galileo Educational Network • Inquiry and Project-based Learning at Rocky View Schools <p>Any resources are provided as a service to identify potentially useful ideas for teaching and learning. The responsibility to evaluate these resources rests with the user. Note: All website addresses listed were confirmed as accurate at the time of publication and are subject to change.</p>
Books and Articles
Photoshop Magazine Collection
Websites and Multimedia
Google Doc (student toolboxes) Kahootz.com Mr. Heyland YouTube Tutorials PixlImperfect YouTube Tutorials Photopea.com (prime resource if class gets shifted online)
Student Handouts
Creative Briefs (for each project) Brain Break Activity Sheets

Creative Wizardry					
0		<< MASTERY POINTS >>		100	
Wood Pencil		Silver Pencil		Gold Pencil	
Ingredients:	Imago Spell:	Ingredients:	Evolvere Spell:	Ingredients:	Recreatio Spell:
Creating New Documents Layers Shape Tools Pen Tool Marquee Tools Text Tool Save Function	Students will create their own personalized emblem.	Importing Images Selection Tools Layer Masks Smart Objects Brushes Blending Options Adjustment Layers	Students will mashup two different animals to create a unique species.	Taking Photos Gradients Text Effects Placing & Linking Images Exporting Work	Students will recreate a movie poster, using themselves as the main subject.
Requisite Mini-Spells:		Requisite Mini-Spells:		Requisite Mini-Spells:	
Mr. Heyland Video Tutorial – Intro to Photoshop’s GUI. https://www.1001fonts.com/ https://www.dafont.com/ https://fonts.google.com/		Mr. Heyland Video Tutorial – Non-destructive editing		Mr. Heyland Video Tutorial – Photoshop Process PixlImperfect – Adjusting Skin tone	
Headmaster = Teacher, Spell book = Tutorials/Definitions					

How it mirrors industry... (see table below) ...

Churchill Creative					
0	<< INCOME >>				100
Jr. Designer		Sr. Designer		Art Director	
Tools:	Emblem Project:	Tools:	Mash-up Project:	Tools:	Fan Art Project:
Creating New Documents Layers Shape Tools Pen Tool Marquee Tools Text Tool Save Function	<i>Students will create their own personalized emblem.</i>	Importing Images Selection Tools Layer Masks Brushes Blending Options Adjustment Layers	<i>Students will mashup two different animals to create a unique species.</i>	Taking Photos Smart Objects Gradients Text Effects	<i>Students will recreate a movie poster, using themselves as the main subject.</i>
Requisite Mini-Tutorials:		Requisite Mini-Tutorials:		Requisite Mini-Tutorials:	

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<i>Creative Director = Teacher, Toolbox = Tutorials/Definitions</i>		

Snapshot Plan

Class # 160 mins	Flow & Order (x2 - 20 min breaks + x1 - 15 min COVID clean-up to be included each class!)
0	Welcome back + Icebreaker Tiles. (shortened class due to adviser tours).
1	Review inventory feedback + Course File Scavenger Hunt (reward ideas) + Spell book "test"
2	Photography rules of composition + Photo scavenger hunt spell book entry. Photoshop play.
3	Review scavenger hunt photos. Introduce Personal emblem project. Small group review of sketches.
4	Finalize emblem projects. Fix-up tutorials.
5	Intro to Evolvere Spell + Pertinent Spell Book Entries.
6	Finalize Evolvere Spell + Intro to Mea Spell (pick an idea).
7	Mea Spell development. (one on one meetings). [Photoshoot Day]
8	Mea Spell development. (one on one meetings). Sponge tutorials/worktime.
9	Class Viewing of Projects + Course Review + End of Challenge "Reward(s)"

Challenge Plan at a Glance: Provide a general outline that describes how the challenge unfolds.		
Lesson #1: Intro to "Creative Wizardry"		Time Allotted: 190 min.
Objective	Write Spellbook entry. Find the course Creative Wizardry PDF.	
CTF Learning Outcomes	<ul style="list-style-type: none"> I follow safety requirements associated with occupational areas and related technologies. 	
Competencies		
Literacy and numeracy	Written responses to spell book prompt(s)	
	Discuss numerical data on "Art Inventory" responses from class 1	
Assessment	Course outline scavenger hunt slip Spellbook entry. Photoshop Play.	
Program Supports/ Resources	Creative Wizardry PDF Microsoft Teams (Spell books)	
Notes	Increase the number of breaks offered.	
Lesson #2: Photo Compositions + Scavenger Hunt		Time Allotted: 190 min.
Objective	Recall basic rules of photo composition. Photograph the ten basic rules of photo composition.	
CTF Learning Outcomes	<ul style="list-style-type: none"> I collaborate to achieve common goals. 	

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CTF Challenge Rubric – Graphics 9

1 = Acquire – I need to learn more about this!

2 = Apply – I can do this with some help!

3 = Adapt – I can do this without any help!

Learning Outcomes		Spellbook Spell	Insigne Spell	Evolvere Spell	Mea Spell
ATF is exploring interests, passions and skills while making personal connections to career possibilities					
1	I explore my interests and passions while making personal connections to career possibilities.	X			X
2	I use occupational area skills, knowledge and technologies.		X	X	X
3	I follow safety requirements associated with occupational areas and related technologies.			X	
4	I demonstrate environmental stewardship associated with occupational areas.			X	
CTF is designing, creating, appraising and communicating in response to challenges					
5	I plan in response to challenges.	X			
6	I make decisions in response to challenges.	X	X		X
7	I adapt to change and unexpected events.				X
8	I solve problems in response to challenges.		X		X
9	I create products, performances or services in response to challenges.		X	X	X
10	I appraise the skills, knowledge and technologies used to respond to challenges.	X			
11	I communicate my learning.	X			
CTF is working independently and with others while exploring careers and technology					
12	I determine how my actions affect learning.	X			
13	I develop skills that support effective relationships.	X			X
14	I collaborate to achieve common goals.	X			X
Project Totals		/24	/12	/12	/24
Occupation 1			Graphic Design	Digital Artists	Creative Process
Occupation 2		Photography			
Numeracy					Rulers/Guides
Literacy		All Entries	Spellbook Entry	Spellbook Entry	Spellbook Entry
Course Total		/24	/12	/12	/24

Anecdotal notes + feedback will be attached to Microsoft Team assignment submissions.