

Week 3: Brush as Pixel Pusher

Class 1	Class 2
<ul style="list-style-type: none">→ Creative use of Brush Tool→ Painted Cityscape Activity→ Use of Keyboard Shortcuts→ Grouping layers→ Revise working stages and file formats	<ul style="list-style-type: none">→ Complete painted Cityscapes

Class 1:

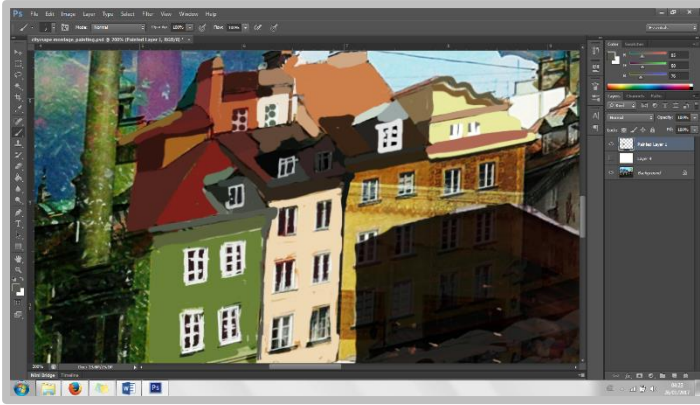
→ Creative use of Brush Tool

Now students have some practice working in layers and using the brush, as well as using basic keyboard shortcuts, it is possible to introduce this as more creative tool. Recap the learning so far in a short group discussion and then demonstrate a few additional features, especially the **brush mode** and **flow**. You may wish to allow students some time to practice with these.

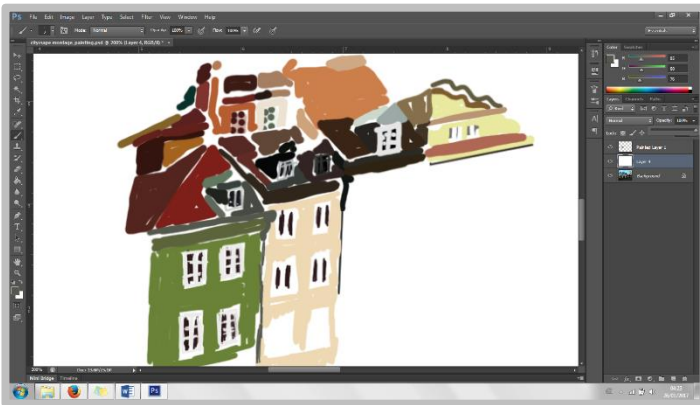
→ Painted Cityscape Activity

Ask students to open their cityscape photo montages and to save a copy. Demonstrate how to merge layers (you could then point out the difference in the saved file sizes to reinforce this learning). Ask them to open a **new layer** and to drag this above the cityscape image. Their task is now to use the brush to recreate a version of this composition by 'painting'.

→ **Use of Keyboard Shortcuts:** Demonstrate especially how to quickly pick colours during the process by using the 'i' and 'b' shortcuts and explain that swapping back and foreground colours can also be useful. The 'behind' mode on the brush settings can be employed quite effectively at this stage. If you have not already done so, make sure students are aware of the undo shortcuts on the key board ('z' to toggle one step back, 'ctrl + alt + z' for multiple stages) → **Grouping layers:** Encourage students to start new elements in new layers and explain that this helps promote flexible editing. Ask them to try and remember to use a new layer for each new part of the painting. Demonstrate that these can be easily managed by **grouping** for swift navigation and layer management. You can also show them how to edit the **layer name**. → **Revise working stages and file formats:** Ask students to tell you what they should remember about saving their work, Bring the conversation round to use of **working stages** logical **file names** for each progressive save and appropriate **file formats**.



Painting over the Photomontage (detail)



Painting with photomontage deactivated

Class 2:

→ Complete painted Cityscapes

In the second class of the week, give students the time in a workshop session to complete their paintings. Some students will need all this time, some will finish early. When students finish early, keep them engaged and practicing by setting them one or more extension activities such as:

- **Extension 1:** Zoom into an area of your original painting and produce a second, abstract composition. Do this three times to create a mini-series.
- **Extension 2:** Return to your original photomontage and add two new layers. Edit these creatively.
- **Extension 3:** Return to the folder of provided images and create a new photomontage. Complete a second painting.

Allow time to complete the session with a group discussion. Ask students to share their work and to explain to the class what they think is one of their main strengths and one of the main things they think could have gone better. Encourage students to give each other feedback and to share their ideas about strengths and things that could be improved but make sure this is done in a supportive way. Students should only point out a weakness in another's work if they can suggest a practical improvement.