



Web Page Design

**Developed by:
Tim Fries and Sue Schomburg, Miamisburg High School
Digital Design and Graphic Design**

Table of Contents

	<u>Page</u>
Curriculum Unit Overview – narrative	3
Summary Chart	4
Section One	
Planning Stage	5
ALT #1 “Design Fundamentals”	5
ALT #2 “Web page components”	7
ALT #3 “Creating a website concept	9
Section Two	
Design Stage	11
ALT #4 “Web button design”	11
ALT #5 “Creating a website header”	13
ALT #6 “Creating a homepage template with Adobe Photoshop”	15
Section Three	
Production Stage	17
ALT #7 “Introduction to tables and cells”	17
ALT #8 “Introduction to Macromedia Dream Weaver	18
ALT #9 “Completing the homepage”	20
<i>HANDOUTS</i>	
ALT One Handout #1	22
ALT Three Handout #1	23
ALT Three Handout #2	25
ALT Two Handout #1	26
ALT Four Handout #1	27
ALT Five Handout #1	29
ALT Six Handout #1	31
ALT Nine Handout #1	32
Transfer Activity	35
“Working within a graphic design business”	
Appendix	37

Web Page Design Curriculum Unit Overview

Summary

The significance of this unit, “Creating a Web Page Design,” can be applied to many professional business institutions. In particular, this unit can be applied to a graphic design company that specialized in the design of web pages as well as other illustrations for the purpose of advertising and marketing. Students will create a viable homepage for a website and experience the steps that professionals at a graphic design business would complete when creating a similar document.

Big Picture

Students participating in this unit are expected to complete the project as if they were a professional graphic artist. This includes all the stages of planning and production, completing each stage within a designated time frame, and completing it to the approval of a client. After completing the unit, the students will have experienced the routines, stress, and accomplishments a graphic artist goes through for each individual project.

Preparation for the Unit

The following materials are necessary for the completion of the “Web Design” curriculum unit.

1. Access to a personal computer for each student.
2. Adobe Photoshop 6.0 or higher
3. Macromedia Dreamweaver 4.0 or higher
4. Microsoft Internet Explorer or other web browser
5. Note Pad
6. Microsoft Word
7. A digital camera or digital images
8. Worksheets and Task sheets provided with this unit
9. **TIME:** Be patient and secure enough lab time to give this unit a chance to be effective.

Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

WEB PAGE DESIGN Curriculum Unit Summary

Planning Stage Putting Ideas to Paper	Design Stage Creating Home Page Template	Production Stage Creating the Home Page
ALT 1 - Design Fundamentals Students will be able to correctly apply the fundamentals of design.	ALT 4 – Web Button Design Students will be able to create workable web buttons and text.	ALT 7 – Layout of Cells and Tables Students will take the Photoshop template and break it down into cells and tables.
ALT 2 – Component Description Students will be able to describe each component of a web page.	ALT 5 – Web Page Header Students will be able to create a header for their home page by importing and manipulating images.	ALT 8 – Dreamweaver Tutorial With instructor assistance, students will complete the Macromedia Dreamweaver tutorial.
ALT 3 – Creating the Concept Students will be able to create a concept for a viable web page. Re: Flow Chart.	ALT 6 – Template Completion Students will be able to finalize the layout and design of their homepage.	ALT 9 – Creation of a homepage With use of a task sheet and information from the tutorial, students will complete construction of their homepage using Dreamweaver.

Transfer Activity

Following the completion of the ALT's the students will have the information and skills to create a website for any practical use. After completing the ALT's students will be aware of the many steps--from concept, to planning, to production for a published document. Each step carries "real-world" applications for the aspiring graphic artist.

Section One: Planning Stage

ALT One: Design Fundamentals

Summary

Students will be able to correctly describe and apply the fundamentals of design.

Competencies

1. Students will be able to recognize the importance of color.
2. Students will be able to apply the appropriate colors to create a specific visual effect.
3. Students will be able to recognize the importance of lines and depth.
4. Students will be able to apply lines and depth in order to create a specific visual effect.
5. Students will be able to recognize the importance of visual layout.
6. Students will be able to arrange graphics and text in a way that will achieve the best visual layout.
7. Students will recognize an effective layout from an ineffective layout.

Time

Students will be required to complete this activity in 1.5 hours.

Materials

1. Projector
2. PC's for each student
3. Design Elements Worksheet
4. Internet access on each of the PC's.

Instructions

- 1) Students will fill out a Design Worksheet with a description and examples of each of the design elements as they view various examples being projected. (5 minutes)
 - a) **Alternative method if all students do not have access to a computer:** Students will view the demonstration projected from the teacher's computer, and they will be asked to label and make notes of each part on a worksheet that has a duplicate of the projected image.
- 2) Students will discuss each element of design and how each can affect the overall visual layout and expression of a design. (45 minutes)

Evaluation/Assessment of Student's Competency

Students will be evaluated on the completion of their worksheet as well as class discussion.

Closure

Each element of design will be reviewed, and emphasis will be made on the importance of applying all of these concepts to the designs that the students will create.

Section One: Planning Stage

ALT Two: Web Page Components

Summary

Students will be able to correctly describe each component of a web page.

Competencies

1. Students will be able to describe the placement and function of the header.
2. Students will be able to describe the placement and function of web buttons.
3. Students will be able to describe the placement and function of the text.
4. Students will be able to describe the placement and function of each of the graphical elements.
5. Students will be able to describe the placement and function of each of the links.

Time

Students will be required to complete this activity in 1.5 hours.

Materials

Projector
PC's for each student
Web Page Components Worksheet
Internet Access on Each of the PC's

Instructions

- 1) Students will access www.sinclair.edu. (instructor may choose website) (10 minutes)
- 2) Students will choose SELECT, ALL from the Pull Down Menu at the home page.
- 3) Students will copy and paste this unto a blank WORD document. (10 minutes)
- 4) Students will use the Draw Tool bar to draw arrows to the various sections of the web page that are being demonstrated on the projector. In addition, students will label each section using the Textbox Tool on the Draw Toolbar. (45 minutes)
 - a) **Alternative method if all students do not have access to a computer:** Students will view the demonstration projected from the teacher's computer, and they will be asked to label and make notes of each part on a worksheet that has a duplicate of the projected image.
- 5) Students will discuss each of the following parts of the web page and how each one plays a part in the overall function of the web page: (30 minutes)
 - a) Header
 - b) Web Buttons
 - c) Text

d) Links

Evaluation/Assessment of Student's Competency

Students will print out the web page with each section correctly labeled and each component's function identified. However, if the students do not have access to computer, they will turn in the worksheet with an explanation of each component's function.

Closure

Each part of the web page and function of each part will be reviewed. Then, the instructor will explain that the next step will be to determine how the STUDENT'S web page that he/she designs will function. In order to determine this, each student will be required to visually design the structure of their Homepage on a sheet of paper. This will give the students an opportunity to visualize the layout of their home page.

Section One: Design Fundamentals

ALT Three: Creating a website concept.

Summary

Students will take steps to create the “idea” of a viable web page. By the completion of this ALT the students will be ready to move on to the production stage and begin physically building their site.

Competencies

1. Students will create a theme for a web site.
2. Students will connect the website to an existing audience and need.
3. Students will draw free hand the home page of the website demonstrating the skills attained in ALT’s 1 & 2. (Including color scheme)
4. Students will create a flow chart visually connecting all pages from their homepage to the adjoining pages of the website using Microsoft PowerPoint.
5. Students will present the website to the class for review and approval.

Time

Approximately 10 hours (including time for homework)

Materials

1. PC with Microsoft PowerPoint.
2. Overhead projector (for the presentations)

Instructions

1. Students will create a website based on a theme. The students will brainstorm for ideas for a possible website. Students will work individually and at their desks/homework. Instructor may give the students an idea and skip this step. They will write down a description of the type of web site they want to create. (30 minutes)
2. It is important that the students understand that their website is being created for a specific audience to fill a specific need. Students are to write down the assumed demographic breakdown of their potential audience. They must also ensure that the website fills a “need.” Each student must research the Internet for sites that are similar and describe how their site fulfills a different need or fills the same need in a better way. Students will fill out the accompanying worksheet. (90 minutes)
3. Upon approval of website concept the students will draw the homepage. Each section of the homepage will be drawn in detail (from ALT 2). Students will also color the sections of the homepage. (2 hours)
4. Students will create a flow chart in Microsoft PowerPoint to connect all linked pages to the homepage. Students will be given a handout to use as an example. (90 minutes)
5. Students will present their website for review to the class. Students must give a detailed description of the website, how it will be utilized, and the projected audience for the site. They will show a scanned version of their website concept and the flow chart from the PowerPoint presentation. (Number of students + 5minutes) (*Approx. 2 hours*)
6. Students will evaluate the presentations using the worksheets provided.

7. Students will discuss the website and offer suggestions. (# Of students + 5 minutes) (*Approx. 2 hours*)

Evaluation/Assessment of Student's Competency

Indicate how student competency will be assessed and evaluated. Be sure to include and reference any evaluation tools (whether paper/pencil or otherwise) that are used. Strive for authentic assessments.

Closure

At the completion of the ALT students will have the blueprint for a website. They are now ready for the challenge of creating the actual site.

Section Two: Design Stage

ALT Four: Web Button Design

Summary

Students will be able to correctly create web buttons and text for their home page.

Competencies

1. Students will be able to make a new layer in the Layer's Palette.
2. Students will be able to create a round button with the Round Marquee Tool.
3. Students will be able to fill the button with a solid color.
4. Students will be able to feather the button.
5. Students will be able to make a shadow on the button.
6. Students will be able to move graphics into the center of their button.
7. Students will be able to rasterize text.

Time

Students will be required to complete this activity in 4.5 hours.

Materials

Projector
PC's for each student
Internet Access on each of the PC's
PhotoShop Software installed on all PC's

Instructions

1. Class will discuss the transfer of previous Authentic Learning Task 3 (Creating a Concept for a Viable web page) and creating web buttons for the current home page.
2. Students will decide on the design theme of their buttons.
3. Students will be given a Web Button Task Sheet to use as instructor demonstrates an example of Web Button Design on the projector
4. Students will access PhotoShop and open a new document.
5. Students will create a web button at their computers as the instructor demonstrates the process step by step on the projector.
6. Students will then create web buttons for their home pages following the "Web Button Task Sheet" step by step.

Evaluation/Assessment of Student's Competency

Students will save and print their web buttons. Students will hand in their data disks with the button saved on it as well as the printed copy. The instructor will evaluate each student's disk in order to be able to evaluate glow layers and History Palettes.

Closure

Each part of the web page and function of each part will be reviewed. Then, the instructor will review each step of how the buttons were created and the difference in appearance and function when the button is clicked and when it is not. A class discussion will follow with any questions that need to be addressed.

Section Two: Design Stage

ALT Five: Creating a website header

Summary

Students will take steps to create the header of a viable web page. By the completion of this ALT the students will have created a header for their website.

Competencies

1. Students will design a header for the website.
2. Students will import pictures into Adobe Photoshop and manipulate them to the desired state for the header.
3. Students will combine the pictures with the design blueprint and create the header using various tools within Adobe Photoshop.
4. Students will save the header to a disk both for web use and as a Photoshop document.

Time

Approximately 7 hours.

Materials

1. PC with Adobe Photoshop
2. Overhead projector for demonstrating to students.
3. Task sheet entitled "Header Task Sheet."
4. Disk containing various examples of web page "headers."
5. Digital pictures (students may bring their own).

Instructions

1. Students will observe various "headers" and discuss the design element used to create them. Take time to stress the connection between the theme of the site and how the header relates.(45 minutes)
2. After viewing headers and discussing the design elements students are to design a header. The header will include digital pictures, other layers, and text. (45 minutes)
3. Instructor will demonstrate the steps to creating a header by following the task sheet. Each student will follow along with their own task sheet taking notes and asking questions. (90 minutes)
4. Upon approval of header design, the students will follow the "Header Task Sheet" and create the header for their homepage. (4.5 hours) **Note: If you do not have computers in your classroom, be sure to allocate enough lab time to complete this step (it may take several days, factoring in start up/clean up time) Students should also have access to computers with Photoshop during non-classroom hours if possible.**
5. Following completion of the task sheet, students are to submit the header for evaluation
6. Have the students save the header for the web.

Evaluation/Assessment of Student's Competency

1. Students will be evaluated based on participation in the header discussion.
2. Students will be evaluated based on their design of the header.
3. Students will be evaluated based on participation in demonstration.
4. Students will be evaluated based on the completion of the "Header Task Sheet."
5. The individual's header will be evaluated based on the criteria sheet provided.

Closure

Following the completion of the header, the students have both buttons and a header for their homepage. They are now ready to move on and create a full template with Photoshop. Students are now familiar enough with the program to move at a quicker and more independent pace.

Section Two: Design Stage

ALT Six: Creating a homepage template with Adobe Photoshop

Summary

Students will combine the web buttons, header, and remaining pieces from the website concept and create a homepage. This homepage will be used as the template when the students enter the final stage of building the website, the Production Stage. The template will be completed entirely within Adobe Photoshop. When completed this template could be handed to a programmer to create the document in HTML.

Competencies

1. Students will evaluate and make any necessary changes to original homepage design.
2. Students will import buttons into the new document—both with a glow and without.
3. Students will import header.
4. Students will import all images and create text to match original design.
5. Students will merge layers and create layer folders to conserve space on the canvass.
6. Students will print out a completed homepage ready to be converted to HTML.

Time

Approximately 10.5 hours

Materials

1. PC with Adobe Photoshop
2. Overhead projector for demonstrating to students.
3. Task sheet entitled “Web Page Task Sheet.”
4. All importable images (photos, graphics, etc.)
5. Student concepts and all previous work.

Instructions

1. Students will observe instructor demonstrate the “Homepage Task Sheet.” Students will follow along with a copy of their own task sheet, will take notes, and ask questions. (90 minutes)
2. Following the demonstration, students will create a homepage by following the task sheet. **Note: It is impossible for students to follow the task sheet 100%, as each home page will be unique. Students are to use the task sheet as a reference.** (9 hours)
3. Following completion of the task sheet, students will submit the page for evaluation.

Evaluation/Assessment of Student’s Competency

1. Students will be evaluated based on participation in the homepage discussion.
2. Students will be evaluated based on their design of the header.
3. The student’s homepage will be evaluated based on the criteria sheet provided.

Closure

Following the completion of the completion of the homepage template, the students have completed the design stage for a website. It is at this point that the graphic artist turns the web site design over to the computer programmer. The students can now move on to the production stage of writing HTML code or working within a web design program such as Dream Weaver.

Section Three: Production Stage

ALT Seven: Introduction to Tables and Cells

Summary

Students will get an overview of how web pages are created and displayed in tables and cells. Following this ALT students will be able to re-design their home page templates drawing emphasis to the tables and cells necessary to creating a working homepage.

Competencies

1. Students will recognize cells, cell rows, and tables on a web page.
2. Students will recreate their web page to emphasize the tables within the page.
3. Students will recreate their web page to emphasize the cells inside of the tables.
4. Students will create a workable template with the cells and tables to be used in ALT 9.

Time

Approximately 90 minutes

Materials

1. PC with access to the internet
2. Overhead projector for demonstrating to students.
3. Student templates created within Photoshop (Printed)
4. Disk containing various examples of web pages.

Instructions

1. Students will observe various web pages and discuss the use of tables, table rows, and cells as the instructor points them out. (45 minutes)
2. After viewing pages and discussing the use of tables and cells students are to draw the tables and cells on their web site template. This template will be necessary for the completion of ALT 9. (45 minutes)

Evaluation/Assessment of Student's Competency

1. Students will be evaluated based on participation in the tables/cells discussion.
2. Students will be evaluated based on manipulation of their template to include tables and cells.
3. Students will be evaluated based on participation in demonstration.

Closure

Following the completion of this ALT, students will be prepared to move into Macromedia Dreamweaver for the completion of their homepage. The design steps have come to a close, and the page may finally be built.

Section Three: Production Stage**ALT Eight: Introduction to Macromedia Dreamweaver****Summary**

Students will follow the Dreamweaver tutorial (whatever version you have) along with the instructor to examine the various tools and practice skills necessary to use the software.

Competencies

1. Students will recognize the tool bar and demonstrate ability to use each tool.
2. Students will recognize the different functions between layout view and standard view.
3. Students will recognize the objects panel and demonstrate ability to use each tool located in the objects panel.
4. Students will recognize the Property Inspector and demonstrate ability to use each tool located in the Property Inspector.
5. Students will complete the tutorial asking questions and participating in a class discussion about Dreamweaver.

Time

Approximately 2.5 hours

Materials

1. PC with Macromedia Dreamweaver (any version)
2. Dreamweaver Tutorial loaded on each computer
3. Printed version of the Dreamweaver tutorial
4. Overhead projector to display instructor's monitor

Instructions

1. Instructor will demonstrate each tool on the tool bar, the Objects panel, and the Property Inspector. (30 minutes)
2. Each student will follow along with the instructor completing the Dreamweaver tutorial. Each student will have a printed copy of the sections the instructor is completing. (2 hours)
3. Students are to ask questions as they complete each section and participate in an ongoing dialogue.

Evaluation/Assessment of Student's Competency

1. Students will be evaluated based on participation in the Dreamweaver demonstration and discussion.
2. Students will be evaluated based on the completion of the tutorial. When it is completed correctly a website will be displayed.
3. Students will not be allowed to move on to the final ALT until the tutorial is completed to the instructor's satisfaction.

Closure

Following the completion of this ALT students will have the basic skills to maneuver and create documents using Dreamweaver. Students can complete the construction of their homepage after finishing this ALT.

Section Three: Production Stage

ALT Nine: Completing the Homepage

Summary

Students will combine all ALT'S to create a working homepage. Using Dreamweaver students will draw tables and cells, import images, write text, create rollover, and add links to create a viable working homepage.

Competencies

1. Using the given task sheet, students will draw needed tables and cells.
2. Using the given task sheet, students will add images to homepage.
3. Using the given task sheet, students will create rollover images.
4. Using the given task sheet, students will insert and format text.
5. Using the given task sheet, students will create links to other pages.

Time

Approximately 2.5 hours

Materials

1. PC with Macromedia Dreamweaver (any version) & Adobe Photoshop
2. All photoshop images.
3. Template and drawn template with cell/tables.
4. Task Sheet

Instructions

1. Students will create their homepage using Macromedia Dreamweaver.
2. Each page must include the following:

Images

Text

Roll Overs

Links

Evaluation/Assessment of Student's Competency

1. Students will be evaluated based on the completed website. Each site must contain images, text, rollovers, and links.
2. Each site must be an exact replica of the final template.
3. The page is ready for web publication.

Closure

The students have completed the web page! They have gone through every step of the production stage and have a working homepage to show for it. Students have learned a skill that will need to be built on and polished, but the foundation has been laid. Are there any future graphic artists in your classroom?

Web Design ALT One: Handout One

Computer Graphic Design Notes on Design

Elements of Art

1) Texture

2) Value

3) Color

4) Line

5) Size/Space

6) Shape/Form (3D)

Principals of Art

1) Variety

2) Unity

3) Movement

4) Balance

5) Proportion

6) Emphasis

7) Repetition

Web Design ALT THREE: Handout One

Website Research

Directions: Find a minimum of five websites that are similar to your web concept. Evaluate the content of the website and assess whether or not your website has similar points. If you have a similarity, assess whether or not your site will improve on that website. After filling out the worksheet, you should have a realistic impression of the marketability of the proposed site.

1. _____ website URL

List similarities to student concept.

- 1.
- 2.
- 3.
- 4.
- 5.

How will the site improve or expand on this site?

- 1.
- 2.
- 3.
- 4.
- 5.

Evaluation (add total number of similarities subtract total number of improvements)

Similarities = _____

Improvements = _____

Total = _____

2. _____ website URL

List similarities to student concept.

- 1.
- 2.
- 3.
- 4.
- 5.

How will the site improve or expand on this site?

- 1.
- 2.
- 3.
- 4.
- 5.

Evaluation (add total number of similarities subtract total number of improvements)

Similarities = _____

Improvements = _____

Total = _____

3. _____ website URL

List similarities to student concept.

- 1.
- 2.
- 3.
- 4.
- 5.

How will the site improve or expand on this site?

- 1.
- 2.
- 3.
- 4.
- 5.

Evaluation (add total number of similarities subtract total number of improvements)

Similarities = _____

Improvements = _____

Total = _____

4. _____ website URL

List similarities to student concept.

- 1.
- 2.
- 3.
- 4.
- 5.

How will the site improve or expand on this site?

- 1.
- 2.
- 3.
- 4.
- 5.

Similarities = _____

Improvements = _____

Total = _____

5. _____ website URL

List similarities to student concept.

- 1.
- 2.
- 3.
- 4.
- 5.

How will the site improve or expand on this site?

- 1.
- 2.
- 3.
- 4.
- 5.

Similarities = _____

Improvements = _____

Total = _____

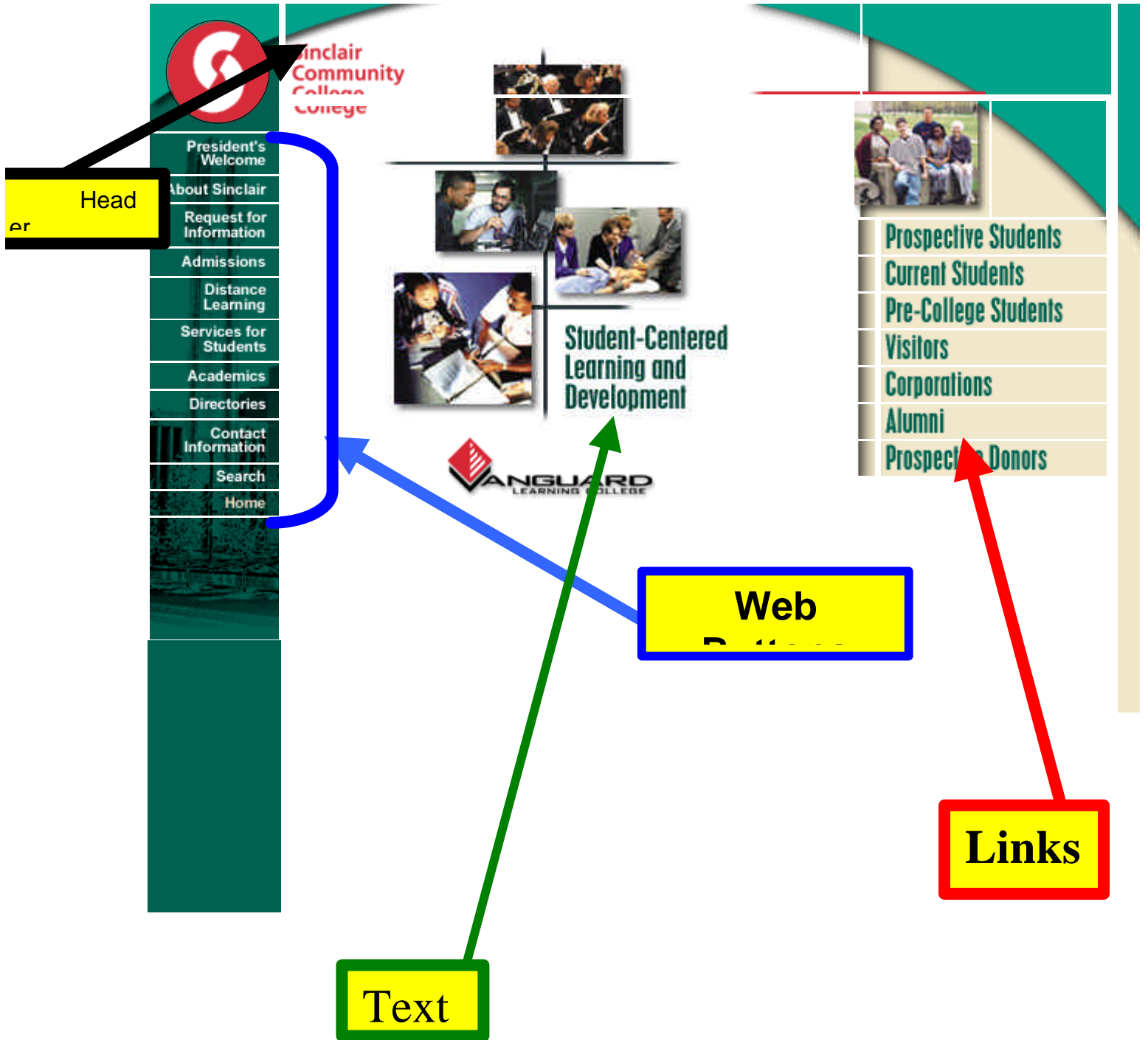
Web Design ALT THREE: Handout Two Website Research

Website Presentation Evaluation

Directions: Students will evaluate each presentation with the following criteria. After the completion of the evaluation sheet each student is expected to participate in a discussion about the website presented.

1. Did the presenter clearly state the demographic of the audience for the site? _____
2. Did the presenter clearly state the need for the site? _____
3. Did the presenter apply the fundamentals of design? _____
4. Did the presenter explain the homepage and links via the organizational chart? _____
5. Was the presentation professional with clear information? _____

DIRECTIONS: Each student is required to write three suggestions for the presenter. They may deal with the presentation, the content, or suggested improvements for the website. If a negative comment is necessary, offer a positive suggestion for improvement.



**Web Design ALT Two: Handout One
Website Research**

Web Design ALT Four: Handout One

Web Button Design

CREATING WEB BUTTONS

1. Open a new document in PhotoShop 5 x 5 inches
2. Change the Image Size to Pixels
3. Fill the background layer with a dark solid color
4. Make new Layer—name it “Blue Button”
5. Create a circle with the Round Marquee Tool
6. Fill with Blue (use Color Picker and Paint Bucket)
7. Make a new layer and name it “White Button”
8. Select “White Button” Layer
9. Change Foreground color to white.
10. Choose SELECT, FEATHER, type “9” (or a number of your choice) in Feather Radius dialogue box.
11. Fill with White (use Paint Bucket)
12. Inverse (SELECT, INVERSE) (You should still be on the White Button Layer)
13. Press Delete
14. Reinverse to get back to original selection (SELECT, INVERSE)
15. Click on the Round Marquee Ellipse Tool
16. Pull down Round Manqué with Round Marquee Ellipse tool
17. Press Delete
18. To Make Shadow
 - a. Make New Layer and name it “Shadow Layer”
 - b. Fill with black
 - c. Choose SELECT, MODIFY, CONTRACT, 16
 - d. Choose SELECT, FEATHER (type “9 or a number of your choice), DELETE
19. Select the Move Tool
20. Move Black on top of Blue
21. Type text in white (make sure Foreground color is set to white)
22. Make sure the TEXT Layer is selected
23. Click on Move Tool and move text unto the button

CREATING THE TEXT FOR THE LINK

1. Type the Text that will be your Link
2. Move text into position
3. Select the Blue Button Layer and the Text Layer (your link)
4. Make new layer and name it "Glow Layer"
5. Choose SELECT, FEATHER
6. Make sure the button and the text are selected
7. Use the Paint Bucket to fill with a light color of your choice
8. Move Glow Layer down to the bottom of Layer Palette (above the background layer)
9. Choose SELECT, DESELECT
10. Click on the Text Layer (your link)
11. Choose LAYER, RASTERIZE, TYPE

Web Design ALT Five: Handout One

Creating a Website Header

Directions: Follow each step carefully. Do not move on the next task until the previous task is completed. If you have trouble, contact your instructor.

Pre-production: *Choose 7 – 10 digital photos that relate to a theme. They may relate to a particular season of the year, sport, or academic field.*

Place all pictures on a 3 ½ Floppy disk.

NOTE: *It is better to have too many pictures than to not have enough.*

Production: Follow these steps to create a Header for a web page.

1. Open Photoshop
2. Go to File and click on “New”
3. Select Image Size Width = 775 pixels Height = 125 pixels
4. Name the project “your last name Header”
5. Go to File new.
6. Once the new file is open, choose Add Layer in the layer window.
7. Open your pictures from the 3 ½ floppy.
8. Go to File
9. Click Open
10. Choose 3 ½ Floppy
11. Choose your picture and click open (you may also double click your picture)
12. Once the picture opens in Photoshop drag the image into your new workspace.
13. Go to your layer window and name the layer with a description of the picture i.e. Football helmet)
14. Manipulate the picture as necessary.
15. Drag the completed picture into the header document.
16. Repeat step 21 for as many pictures as you plan to work with.

At this point you should have all of your images in Photoshop. They should all have their own layer and should be named as such.

17. You will begin to place the photos into the work area. Do this left to right.
18. You will create a soft border between the images by adding a layer mask.
19. Choose the layer you want on top.
20. Select Layer on the tool menu.
21. Choose Add layer mask
22. Choose reveal all.
23. Go to the colors Choose black to remove and white to bring back.
24. Choose your airbrush tool.
25. Move the airbrush to create the desired effect.
26. Repeat as necessary with all images.

27. Add the text with the name of the website.
28. Choose the text tool.
29. Choose the appropriate size and font.
30. Type the name of the web site.
31. Use the move tool to drag it onto your header.
32. Save your header.
33. Check with instructor upon completion.

Creating a homepage template with Adobe Photoshop

Web Design ALT Six: Handout One

Because each school or class web sheet will be unique, individual instructors must construct a webpage in Photoshop to use as the template. Document each step for the task sheet. Follow the sheet when reconstructing the webpage for the demonstration.

Web Design ALT Nine: Handout One Completing the Homepage with Macromedia Dreamweaver

Directions: Follow each step to create a homepage from your Photoshop template.

STEP #1: Opening the program and creating a page.

1. Open Macromedia Dreamweaver.
2. Go to Site
3. Choose "New Site"
4. Name your site in the site field
5. Give your site a local root folder → your folder will be on the disk with your Photoshop template and images.(Floppy, Zip, or CD)
6. Click enable cache (if it is not already selected)
7. Got to Open
8. Choose File Save (You must name your file). Give it a name and save it as an HTML file.
9. Go to the Title Field and type in the name of your site. This will appear in the top of your browser.

For example:

[1860 Belvo.com](http://1860Belvo.com) Miamisburg High School's student run website.

10. Save your File.

TEST YOUR PAGE>hit F12

STEP #2: CREATING A PAGE IN LAYOUT VIEW

Directions: You will layout your page by creating layout tables and cells. NOTE: It is important that you have taken your template and broken it down into tables and rows before beginning this step. See your instructor if you have not completed this step.

1. In the objects panel, click the Layout View icon.
2. Click OK after reviewing the options from the window.
3. Open the Objects Panel. Go to Windows and choose "Objects."
4. Open the Property Inspector. Go to windows and choose "Properties."

The objects tool will be used to add objects to the document.

The properties tool will be used to set properties and attributes for objects in the document.

5. In the Objects panel, click the Draw Layout Cell icon.
6. Move the pointer to the Document window; the mouse pointer changes to a drawing tool (looks like a small cross). Click in the upper left corner of the document, then drag to create a layout cell for your header. When you release the mouse a layout cell appears inside a layout table.

Note: The layout table expands to fill the Document window. The white rectangle is the layout cell you drew. You can place additional cells within the gray area of the layout table.

7. Continue to draw layout cells as they match your website template.
8. Draw additional layout tables.

9. In the Objects panel click on the Draw Layout Table icon.
10. Draw your new table (same as the layout cells).
11. Add cells within your table.
12. Click on Draw Layout Cells icon.
13. Inside of your new tables draw sections for the cells. (These cells will hold text, images, etc. within your tables)

At this point your page should be drawn with tables and cells. You are ready to add the images and text to your page.

STEP #3: Adding images to your page.

1. Click in a cell that will contain an image.
2. In the Objects panel click on insert image (top left).
3. In the Select Image Source dialogue box, locate your Site folder and navigate to your images.
4. Choose the appropriate image by double clicking it's name.
5. The image appears in the cell.
6. Continue this step to add your images.
7. Do not add images that will be rollovers→next step.

[TEST YOUR PAGE>hit F12](#)

STEP #4: Creating a rollover image

1. Choose the cell that will contain the rollover image.
2. In the Objects Panel click on the rollover image icon.
3. In the insert Rollover image dialogue box, type an easily identifiable name. This name will appear in the HTML code.
4. In the original Image field click browse.
5. Navigate to the button or image that will first appear on the page. Double click on the image. It's name will appear in the dialogue box.
6. In the Rollover Image field click Browse; then navigate to the image that will be displayed when the pointer is over it.
7. Click on the Preload Rollover Image option. (make sure it is on)
8. Click OK in the dialogue box.
9. You may need to resize the layout cell to fit the image.
10. Continue to create all rollover images on your site.

STEP #5 Inserting & Formatting Text

1. You will add text to the necessary cells.
2. This will be done by clicking on the cells and typing the text directly onto it.

3. Type your text into a cell.
4. You will now format the text. Select all of your text.
5. In the Property Inspector's second Format pop-up menu select Verdana, Arial, Helvetica, Sans serif.
6. In the Size pop-up select 2
7. Do this for all text typed in your cells.

TEST YOUR PAGE>hit F12

You have completed the steps in Layout View. Now click on Standard View in the objects panel.

STEP #6 Linking Documents

1. Click on the image that you wish to be a link.
2. In the Property Inspector, click the folder icon to the right of the link field.
3. In the Select File dialog box, browse to the page you wish to link to.
4. Click on the page and the name will appear in the dialogue box.
5. Save your file.

TEST YOUR PAGE>hit F1

TRANSFER ACTIVITY

Transfer activity: Working within a graphic design business

Summary

Students will combine the knowledge gained during this unit and complete various projects while working at a “graphic design” business created within the classroom.

Competencies

Using the given task sheet, students will draw needed tables and cells.

Using the given task sheet, students will add images to homepage.

Using the given task sheet, students will create rollover images.

Time

There is no set time for this Transfer Activity. Student teams will complete the project based on a set deadline. Each team will have a different deadline. This transfer activity may be built around regular classroom teaching time and extend after school hours. Be sure to allocate needed time with the computers and software, as students need it.

Materials

1. Projects for the students. (Flyers, Posters, Web Pages, Digital Photography, etc.)
2. PC's with Macromedia Dreamweaver, Adobe Photoshop, & Microsoft Office. (It is not necessary to have a PC for each student but have a few allocated for each team.)
3. Project sheets with description of the project, due date, and expectations.

Instructions

1. Divide students into graphic design teams. Each team must be comprised of at least four students. Each individual will be required to fill a position within the team as follows:
 - a. **President:** Oversees entire project. Creates internal deadlines, approves all work, keeps project on task.
 - b. **Director of Illustrative Services:** Designs and creates all concepts within Photoshop.
 - c. **Director of Electronic Services:** Maintains all computer applications. Creates webpages using Dreamweaver or writing HTML code.
 - d. **Director of Client Services:** Maintains contact with client (instructor) acts as a liaison between the team and client.
2. Give the students a project that they can create using their team. I suggest having each team build a portion of a website. One team take pictures and clean them up in Photoshop. Another team can build the template in Photoshop. A third team can create the HTML/Dream Weaver final project. You can assign different projects or give them all the same project and choose the best one.

3. Throw a wrench into the project. Force the students to change a color or reshoot pictures to help them experience what actual clients do during a production. They must continue to strive to meet client expectations.
4. Only accept projects that are completed on or before the set deadline.

Evaluation/Assessment of Student's Competency

There will be two types of assessment for this transfer project.

1. A full review of the project—make sure they hit everything that was asked of them.
2. A peer evaluation from each member of the team. If a student was not pulling his or her weight, it should be documented and cost them points toward a grade. If a student does an outstanding job, they should be rewarded. Students must have details to support their evaluations.

Appendix One: WEB Resources

The following websites could be referenced for all sections of this unit. Of course there is an unlimited amount of information you can find these sites were useful to us as we built this curriculum.

Html sites

www.webmonkey.com

www.htmlgoodies.com

www.org.com

www.w3.com

Photoshop Sites

www.adobe.com

Dreamweaver Sites

www.macromedia.com

Additional sites

www.microsoft.com

www.hafenbrack.com

