Car Design Lesson Plan

Dr. Dino Riese | Graphic Design and Technology | 43 minutes

Learning Objectives (Measurable)

Students will select a high-resolution car image, use Photoshop layers to create five modifications (rims, headlight color, window tint, graphics, and text), explain how design choices reflect their interests and practical needs, and save the PSD in the “Graphic Design” folder, then in the “Car Design” subfolder.

National Standards and Teacher Adaptation

National Core Arts Standards, Visual Arts: Creating 1–3 support planning, developing, and refining the design; Responding 9 supports critique. ISTE 1.4 Innovative Designer and 1.6 Creative Communicator support digital design and expression. Download the standards below and replace this content alignment with the appropriate grade-level/state standards as needed; retain your district’s required teacher-evaluation framework.

NYC MOTP Danielson Alignment

MOTP means Measures of Teacher Practice. These selected NYC evaluation components describe teaching practice; they are separate from student content standards. Descriptions below are paraphrased and applied to this lesson.

3c Engaging Students in Learning: Tasks, materials, grouping, and pacing promote active intellectual work. Students choose a car, compare tools, justify modifications, and revise designs. Look for reasoning and problem-solving beyond following video steps.

1e Designing Coherent Instruction: Activities, resources, grouping, and lesson structure form a purposeful learning sequence. Modeling, supported practice, independent design, and reflection build toward a saved composition; scaffolds support access and appropriate challenge.

3b Using Questioning and Discussion Techniques: Questions and discussion deepen thinking and broaden participation. Ask, “Why is this tool appropriate?” and “How does this change improve your design?” Give think time and have partners explain and respond to choices.

3d Using Assessment in Instruction: Clear criteria, checks for understanding, feedback, and self-assessment guide next steps. Check layer use and image quality, give specific feedback, and have students use the rubric to identify a revision and explain progress.

Materials & Supports

Computer, internet, licensed Adobe Photoshop, Car Design videos, and project rubric. Provide chunked directions, demonstrations, a visual checklist, vocabulary prompts, and IEP accommodations; extend learning through additional design revisions.

Content Modeling

Students will watch a teacher tutorial on creating and saving files in an organized “Graphic Design” folder, and save an original Photoshop file to a subfolder called “Car Design”.

Engage (7 min): View a project video; discuss how color and components communicate personality. Setup (2 min): Log in and open the project folder. Model (10 min): Demonstrate image placement, selection tools, layers, color adjustments, and saving. Think aloud about tool choice and visual consistency.

Guided practice

(10 min): Find a suitable car image and component images; practice selection and transformation with teacher feedback.

Independent practice (10 min): Work toward five modifications, explain one choice to a peer, and revise one element using feedback. Continue unfinished modifications in the next session as needed.

Clean Up

Save (1 min): Save the editable PSD in the Car Design subfolder. Closure (3 min): Show one modification and explain its purpose.

Closure & Evidence of Learning

Review the saved PSD for five modifications, purposeful layer use, visual integration, and correct file location. Collect the design explanation and revision note; use unfinished work and student responses to plan the next lesson.

Quick Links

Car Design project | NYC MOTP components | Danielson rubric PDF | National Visual Arts standards PDF