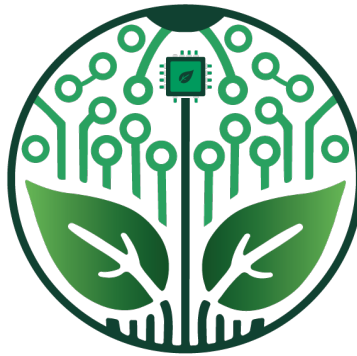




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KI Photoshop Part 2

AI-based Portrait Retouching

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1. TITLE

AI-based Portrait Retouching

2. GRADE LEVEL

- ☐ ISCED Level 2 – Lower Secondary Education (ages 12–15)
- ☒ ISCED Level 3 – Upper Secondary Education (ages 15–18)

3. SUBJECT AREA

- ☐ Sciences
- ☐ Environmental Studies
- ☐ Geography
- ☐ Economics
- ☒ Computer Science
- ☐ Mathematics
- ☒ Technology and Design
- ☐ Arts and Music
- ☐ Social Studies
- ☐ History
- ☐ Languages

4. TYPE

- ☒ Lesson Plan
- ☐ Project

5. DURATION

- ☒ 1 x 40-50minute class
- ☐ 1 x 60-minute class
- ☐ 1 x 80-100-minute block
- ☐ 2 x 45-minute classes



- 2 x 60-minute classes
- Double session (2 × 60 minutes) optional project-based homework.

6. LEARNING OBJECTIVES

O1 — Students will be able to apply at least one AI-based Neural Filter in Photoshop (e.g., Style Transfer, Skin Smoothing, Smart Portrait) to enhance or transform an image.

O2 — Students will compare AI-driven portrait or style adjustments with traditional manual editing methods and identify key differences in workflow, accuracy, and speed.

O3 — Students will create a mini-portfolio page documenting their AI editing workflow, results, and reflections.

7. Key Competences Developed

- Literacy
- Multilingual competence
- Mathematical competence and competence in STEM
- ✗ Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

8. Prior Knowledge / Prerequisites

Students should have basic experience using Adobe Photoshop (layers, selections, exporting) and introductory knowledge of Photoshop's AI tools (Generative Fill and Remove Tool) from the previous lesson.

9. Lesson/Project Outline



Phase 1 – Introduction (Engage & Contextualize)

The teacher introduces Neural Filters in Photoshop and explains how AI can stylize or retouch images in a single step.

Activities:

- Teacher shows examples of *before/after AI portrait retouching* or *AI style transfer*.
- Class discussion: “What makes portrait editing with AI controversial?”

Resource (name)	Link (to the folder on Teams)

Phase 2 – Exploration (Investigate & Compare)

Students move through two self-guided stations, each introducing a different AI feature in Photoshop. They explore what the tool does and how it changes an image.

Activities (Stations):

Station 1 – Generative Fill

Students test removing or adding objects using Generative Fill. They should try to create a bee on the flower.

Question for Portfolio: “What did the AI change? Was it accurate?”

Station 2 – Remove Tool

Students remove small unwanted elements (for example People in the background) from a sample image.

Reflection: “How would this process work manually?”

Resource (name)	Link (to the folder on Teams)
generate_fill.jpg	
remove_tool.jpg	



Phase 3 – Application (Hands-On Practice)

Students create a **mini-portfolio page** demonstrating their AI editing.

Activities:

- Choose one portrait or landscape image from the class folder.
- Apply at least one Neural Filter (AI Style Transfer or Portrait AI).
- Export before/after images.
- Create a one-page layout combining:
 - Title
 - Before/After
 - Short description of the filter used
 - Evaluation: “How useful is this tool for real client work?”

Resource (name)	Link (to the folder on Teams)

Phase 4 – Reflection & Consolidation (Present & Connect)

Students reflect on the implications of automatic portrait enhancement or style transfer.

Activities:

- Pair discussion:
 - “When does portrait AI become unethical?”
 - “Should clients be informed about AI edits?”
- Students complete a short reflection sheet.

Resource (name)	Link (to the folder on Teams)

10. Assessment Criteria

**Simple but professional mini-portfolio page:**

- **Identify** the AI tools used (e.g., Style Transfer, Smart Portrait) with correct terminology.
- **Describe** the visual changes produced by each filter using accurate, technical vocabulary.
- Students produce a **before/after comparison** using at least one Neural Filter and document their process.
- Students give structured feedback to a partner's portfolio page.

Resource (name)	Link (to the folder on Teams)

11. Teaching Materials

Name	Type (Developed/Existing)	Link	Role in the lesson
Generative Video fill	Existing		
Remove tool Video	Existing		
generative_fill.jpg	Existing		
remove_tool.jpg	Existing		
Folder: KI pictures	Existing		
Padlet			

12. External Resources and References

Resource (name)	Link (external or to the folder on Teams)