

ICT ACTIVITY 1

Using a painting program and tools appropriately

Year Group: Nursery



PHYSICAL,
CREATIVE
K & UW

ICT

Resources

Computer with generic software,
colour printer, mirrors, magnifying lenses.

Context (Pupils' prior experience)

As part of Black History month, the children looked carefully at themselves, concentrating on skin texture, tone and colour, using magnifying lenses and mirrors and talked together about what they could see. They used a range of media to represent themselves and reproduce skin tones. They had developed a range of vocabulary to describe their skin and colour.

Task Description

Children were given the opportunity to represent themselves using AppleWorks on the computer. They created a shape with the pencil tool that needed to be 'whole' so that colour didn't flood out when applied. They chose appropriate colours from a range available within the palette using lenses and mirrors to help them define their choice. They used the paint pot to fill with the chosen colour to match their skin tone and eye colour. They then needed to select the paint brush to represent their hair texture and select the appropriate colour.

Learning Intentions

Area of learning (underline relevant areas): Communication, Language & Literacy; <u>Creative</u> ; <u>Knowledge and Understanding of the World</u> ; Mathematics; Personal, Social & Emotional; <u>Physical</u> .	ICT: objective/intention (skills, knowledge and understanding)	ICT stepping stone ¹
Choose particular colours to use for a purpose (Creative)	Showing interest in icons and symbols	1
As above, and use lines to enclose a shape, then begin to use these shapes to represent objects (creative)	As above, and perform simple functions on ICT apparatus	2
All above, and developing hand/eye co-ordination (physical)	All above, and use of mouse to select and deselect tools by using icons	3
All above, and express and communicate ideas using range of materials (Creative)	All above, and using ICT to support learning	4 ELG KS1 (w/1)

Teaching Approach

As a focused activity working with individuals and small groups of pupils in the classroom. Teacher intervention to support differing level of skills.

¹ Stepping stones

1. Show an interest in ICT;
2. Know how to operate simple equipment;
3. Complete a simple program on the computer and/or perform simple functions on ICT apparatus;
4. *Early Learning Goal* – find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning



Pupils' Work

The children were able to use the mouse to select and deselect tools for their task. They developed the necessary fine motor skills to click, point, hold and drag. They were able to instruct the computer to print out their paintings, some using keyboard shortcuts.

These pupils have achieved a significant part of the Early Learning Goal, "...use ICT...to support their learning."

Teachers' Assessment



I used the pencil,
paint pot, colour box,
and apple and p to
print. I made a face
then my eyes and my
nose and my mouth. I
put on my hair and then
I wrote my name and
printed it out.

Pupils' Evaluation

Teachers' Evaluation

ICT Teacher Evaluation

Teacher _____ Date of Activity _____
Class _____

Teacher Confidence and Competence
What was your own level of ICT confidence before the activity?
I am a confident user of ICT

Do you feel you have gained in confidence and why?
Yes, the pupils' skills and autonomy has been an inspiration. I was concerned that the activity as planned would be too prescriptive.

Do you feel able to teach the lesson yourself?
Yes. The pupils enthusiasm and interest meant that the activity was sustained over a period of two weeks, allowing other adults in the setting to teach the pupils.

Is there anything you wished to have learnt but did not?
How to ensure that the colour displayed on the monitor was the same as the colour printed out this was not always the case and sometime caused a bit of disappointment.

What would you do differently next time you carry out the task with a class?
Try to get another computer in the classroom, as the process of the task was time consuming.

Pupils Confidence and Competence
Did the pupils learn what you expected?
Yes, the pupils' fine motor skills and eye/hand coordination developed

Were there any unexpected learning outcomes?
The pupils showed considerable persistence and great pleasure in their achievement.

Did the pupil complete the task?
Yes, some pupils spent long periods of time and returned to their paintings to edit them at the next opportunity.

Was it a suitable task for the pupils age/abilities?
Children were able to access it at their own level, although the younger children were not targeted for the activity.

Hardware and Software Issues
What hardware or software problems did you experience?
Colour printing not matching that on the monitor

Would you like further training on how to use either of these?

Were there any resources issues?
Availability of another computer would have given more children access.

Are there any other comments?