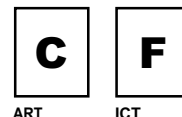


ICT ACTIVITY 15

To scan images of the pupils into “Photoshop” and by various methods manipulate the images to create a self-image.

Year Group: Year 7



Resources

6 computers, a scanner, a B/W laser printer, an A3 ink-jet colour printer, digital camera, 10 site user licence of Adobe ‘Photoshop’.

Context (Pupils’ prior experience)

In the Self-Image Unit, pupils explore their personal identity as a starting point. They create images that reflect their ideas of themselves, working from observation, memory and imagination. They develop skills using traditional materials and processes and have the opportunity to combine traditional and digital media.

Task Description

Pupils logged on, opened Photoshop and downloaded their collection of images. They then chose one as the base layer. They all chose a scanned section of their pastel drawings and one other, then minimised the rest. Pupils were shown the rectangular marquee tool, the move tool, the magnifying tool and the eraser tool. They were also shown how to ‘step backwards’ (ctrl – alt – z) and how to reverse magnification. Pupils were asked to cut and reorganise this material and combine it with other images to create an image of self.

Learning Intentions

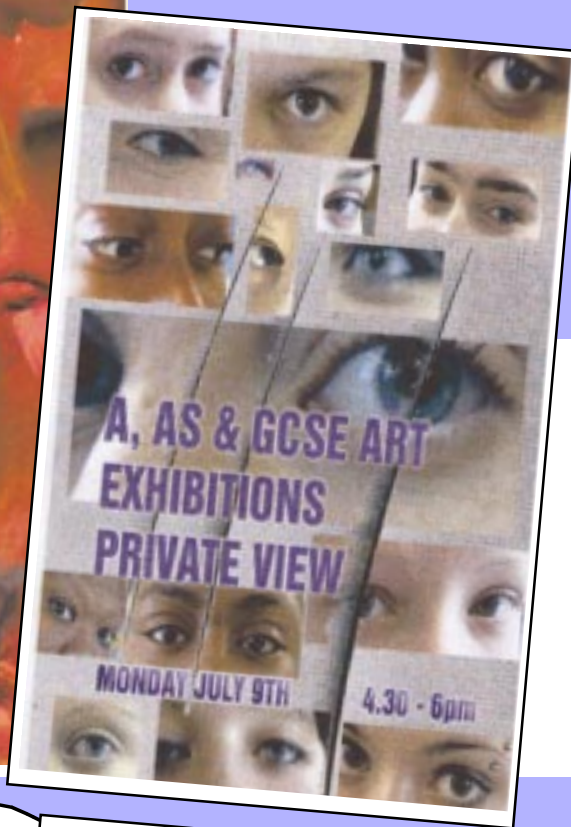
Art: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Pupils explore ideas and collect visual and other information to help them develop their work. They use their knowledge and understanding of materials and processes to communicate ideas and meanings, and make images and artefacts, combining and organising visual and tactile qualities to suit their intentions.	They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations.	w/1	2/3	4/5
Pupils explore ideas and select visual and other information. They use this in developing their work, taking account of the purpose. They manipulate materials and processes to communicate ideas and meanings and make images and artefacts, matching visual and tactile qualities to their intentions.	They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences.	1/2	3/4	5/6
Pupils explore ideas and assess visual and other information, including images and artefacts from different historical, social and cultural contexts. They use this information to develop their ideas, taking account of purpose and audience. They manipulate materials and processes and analyse outcomes.	Pupils develop and refine their work to enhance its quality. They present their ideas in a variety of ways and show a clear sense of audience.	2/3	4/5	6/7
Art POS related to task: QCA Unit 7a	ICT POS related to task: QCA Unit 3 Processing Images			

Teaching Approach

The pupils had previously produced an A2 pastel and collage composition based on ‘Self-Image’ in their art lessons. They were shown how to scan into Photoshop, and they then scanned up to three sections each from their compositions. With technical support from the teacher the pupils were able to create unique and personal pieces relatively easily and without too much frustration. By the end of the project they had all produced a final image that they were delighted with. I feel that all of their final images are accurate descriptions of their personalities.

Subject Learning Gains (Art)

The layers and history palettes in Photoshop allow the user to change and change again. Pupils were able to experiment with effects, for example one pupil used opacity, the magnetic lasso and painted with the airbrush in 3 blues. She wanted to include her name so she used the text tool, and used Stencil font at 48pt and bevelled and embossed it to give it a 3-D effect. She tried a few effect tools but didn’t like the effects of pastels and cross hatching so cancelled them and reverted to a fairly restrained and effective final piece.



This pupil has independently used a digital camera and used 'Photoshop' to import and manipulate images and text to create a poster for a specific audience.

She has reached ICT Level 6.

Teachers' Assessment

Pupils' Work

This pupil was too fast and too experimental. She was hitting buttons at a speed of knots and confusing the programme with Paint Shop Pro, which has apparently similar tools that perform totally different functions! The programme couldn't keep up with her commands and it was very difficult to track what she'd done. One interesting phenomenon was 'Ctrl - left' arrow which produced a copy of the last image, but locked both so that no more erasing worked. The only way out was to apply the airbrush tool and select a close colour to the background and over paint the tatty bits. At the end of the session her image was over 230mgs!

This pupil got straight in, as usual. I explained to her that because her image was so large (the equivalent of 234 floppy discs) the program was taking longer than she expected to convert changes, magnify and decrease etc. She loved the opacity button, and added several images cut out with the Magnetic lasso tool at different opacities. She then flipped one image to complete a very pleasing circle of faces. Then she tackled some ugly white spaces with the airbrush tool and her background colour. Finally, when she was satisfied she flattened her image to combine all the layers. Mercifully, it dropped from 243.9mgs to 4.96mgs. It took approximately 2 minutes to print out. Without flattening, it would have taken 1 hr 40 minutes to print!

Teacher Evaluation of Pupils Work

Teachers' Evaluation

EVALUATION OF LESSONS USING ICT in ART

Related to the Learning Objectives of the Lessons:

The pupils involved in the project spanned the whole ability range, from Band 1 - 3. Although they were keen to become involved, their ICT experience and ability to predict possibilities and understand implications was very varied. By the end of the project they had all produced a final image that they were delighted with. I feel that all of their final images are accurate descriptions of their personalities, and that is the wonder of this programme. It allows so many creative possibilities that are easy to achieve once the basics of the programme are learnt. Each lesson was a fascinating session that went well. The pupils need a lot of watching. Teaching this to larger groups is very demanding, I feel.

Related to teacher Confidence and Competence

As part of our NOF training I identified a need for the department to introduce Photoshop to our teaching. I arranged a one day, 9 hour training session with a professional Graphic Designer. I then tried to learn the programme in a week! I soon appreciated what an enormous task I'd set myself. However, with daily practice and lots of experiments I managed to keep ahead of the pupils. I tried to predict what they might want to do and found out by persistence and hours with the manual and another guide. It wasn't easy, but it was possible and achievable. Now, 3 weeks later I feel quite confident about using Photoshop and controlling it effectively. In the week following the project I've carried on experimenting with the programme. I've now discovered lots of additional possibilities using filters and artistic effects, and the pupils could have applied some of these to their images if I'd known how to access them earlier. However, I don't feel that the final images would have gained that much from additional effects.

Related to Hardware and Software Issues

The department received 6 new computers, a scanner, a B/W laser printer, an A3 ink-jet colour printer and an additional digital camera as part of the Leathersellers' Millennium Gift to the school. All of this has been installed on the viewing gallery adjacent to both Art rooms. I also needed a 10-site user license for Photoshop 6 that actually cost £1,120. The Network Manager loaded all the images onto the PCs. There is an issue over the amount of memory each image requires. I showed the pupils how to compress their scanned images thereby reducing the images from 9.6 megabytes to 4.1 meg. Flattening an image to combine all the layers enabled us to reduce the size of the image from 243.9mgs to 4.96mgs. Printing took approximately 2 minutes to print out. Without flattening, it would have taken 1 hr 40 minutes!

Are there any other comments?

Other programs I've attempted to use in the past have been extremely frustrating and irritating in comparison to Photoshop, and have involved very complicated 'paths' to achieve relatively simple effects. By the end of the project they had all produced a final image that they were delighted with. I feel that all of their final images are accurate descriptions of their personalities, and that is the wonder of this program. It allows so many creative possibilities that are easy to achieve once the basics of the program are learnt.