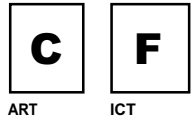


ICT ACTIVITY 8

Using tools in a painting package to design tiles and create repeating patterns.

Year Group: Year 3



Resources

AppleWorks (Painting), examples of tile designs and repeated patterns, art and history source material to show tiling and design.

Context (Pupils' prior experience)

The pupils will have had the experience of using the different tools (colours, areas of shape and fill, undo). This activity will incorporate all previous skills into a design and evaluation session. The pupils will also try to minimise and maximise the tile area to aid design. In art they have worked with a range of tools to draw pictures and experiment with colour, shape and tone.

Task Description

The pupils will be led through a series of activities to design a single tile using a 4 x 4 grid. They will learn the need to save each new addition to their design. Initial single design will then be repeated to fill the screen. Pupils will then experiment with changing the alignment of some of the tiles by rotating different areas. Pupils will engage in an ongoing evaluation of this work.

Learning Intentions

ART: Knowledge and Understanding	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
Pupils explore ideas and collect visual information for their work. They investigate and communicate their ideas and designs and make images. They suggest ways to improve own work.	Pupils use ICT to organise and present findings. They enter, save and retrieve their work. They use ICT to help them generate, amend and record their work and share ideas in different forms.	w/1	2/3	4/5
Pupils explore ideas and collect visual and other information for their work. They investigate visual qualities and design and make images. They adapt and improve their work.	Pupils use ICT to save information and to find and use appropriate stored information. They use ICT to generate, develop, organise and present their work.	1/2	3/4	5/6
Pupils use their understanding of materials and processes to communicate ideas and meanings and make images, combining and organising visual qualities. They adapt and refine work to reflect meaning.	They use ICT to present information in different forms and show awareness of different audiences and the need for quality.	2/3	4/5	6/7
Art POS related to task: 2b, 2c, 3a, 3b, 4a, 4b.	ICT POS related to task: 2a, 2b, 2d, 3a, 3b, 4a, 4c.			

Teaching Approach

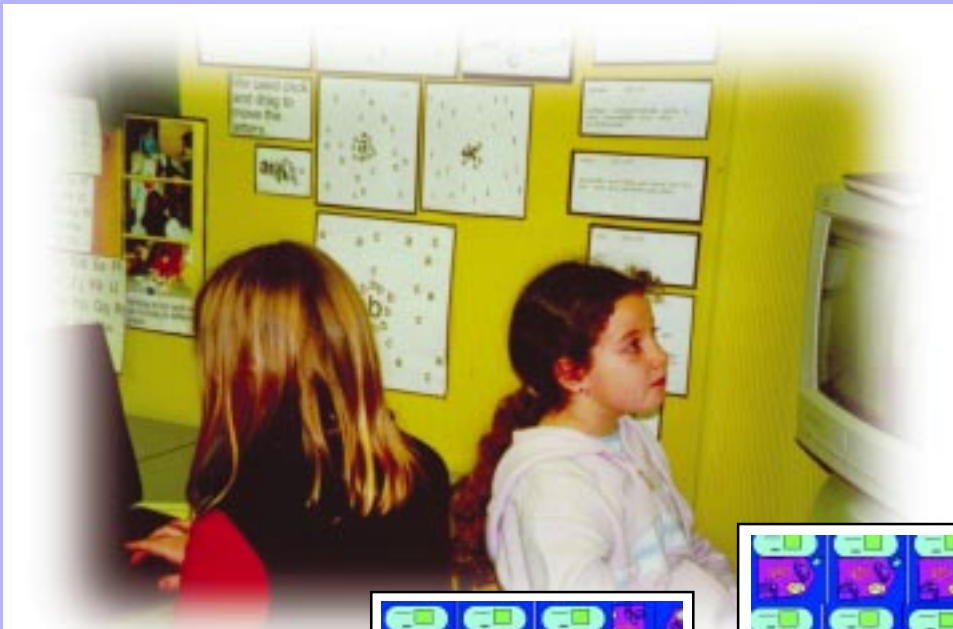
Whole class teaching to introduce activities and learn about new tools and techniques. Individual and paired design work. The designs are then commented on by other pairs and modified.

Links with other curriculum areas

Numeracy – rotation and symmetry. Turning a 90-degree angle.

Subject Learning Gains (Art)

ICT enabled initial designs to be evaluated and altered if necessary. Experimentation with colour tones and shape of different areas is quick and easy.



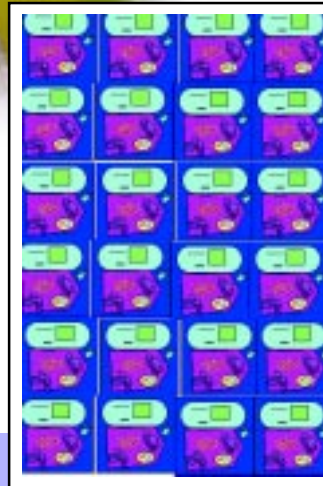
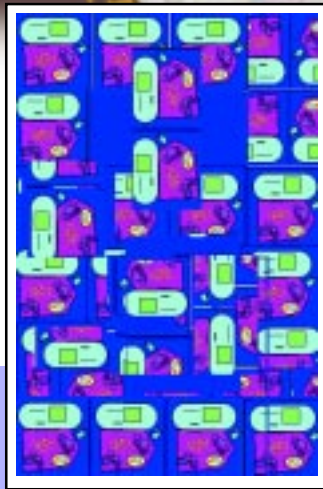
This pupil revealed that she was extremely confident in the use of the different functions and tools on the drawing and writing program but was not confident enough to experiment in her design. Good editing of design as her initial one was totally symmetrical and so did not alter through rotation.

This pupil has reached ICT Level 2.

Teachers' Assessment



Pupils' Work



Key Stage 2

Computer Diary

Name _____ Date 15/2/04

What was my task?

I had to design a tile and fill the screen with my tile then rotate.

What software did I use? Claris works's drawing and painting

Who did I work with? My teacher and my friend.

Who helped me? _____

What did I do?

I designed a tile and used copy and paste to fill the screen. then I rotated my tiles.

What did I learn?

I learnt that if the tile is symmetrical it ~~can't~~ will not change if you rotate it.

What will I improve/change next time?

I would not change it

How do I feel about my computer work?

☺ ✓ ☹ ☹ ☹

Pupils' Evaluation

ICT Teacher Evaluation

Teacher _____ Class _____ Date of Activity _____

Teacher Confidence and Competence
 What was your own level of ICT confidence before the activity?
I was fairly confident in using drawing and painting.
 Do you feel you have gained in confidence and why?
Yes, because as I went through I learnt how to change between drawing and painting.
 Do you feel able to teach the lesson yourself?
Yes, the ability of the class and enthusiasm will aid me through the confusing aspects
 Is there anything you wished to have learnt but did not?
No.
 What would you do differently next time you carry out the task with a class?
Perhaps all try a 90 degree rotation initially to see a 1/4 turn before experimenting with different angles.

Pupils Confidence and Competence
 Did the pupils learn what you expected?
The pupils actually showed me a lot - revealed skills that they had mastered.
 Were there any unexpected learning outcomes?
Yes, experimentation with different angles - I thought they would stick to 90 degrees.
 Did the pupil complete the task?
Very enthusiastic to finish and seemed very pleased with the final results.
 Was it a suitable task for the pupils age/abilities?
Yes, it was a task that any ability can adapt for themselves and stretch/reinforce skills.

Hardware and Software Issues
 What hardware or software problems did you experience?
Quite muddling moving between a drawing and painting programme to get tools.
 Would you like further training on how to use either of these?
No.
 Were there any resources issues?
No.
 Are there any other comments?
I saw a great deal of opportunity to extend this activity for use in different areas and for different abilities.

Teachers' Evaluation