About this unit of work

These sessions are designed to allow pupils access to an interactive website where they can engage in activities that introduce public transport and lead to the output of printed work that records their efforts. Pupils will produce hard copy of designs for public transport (design a bus) and experiment with options to produce ticket and pass designs (design a ticket). As an introduction to the site pupils can utilize a limited number of options in designing a male or female figure that they can decide key features of (Make a me). Whilst the activities onscreen may prove sufficient for a number of short sessions the extension tasks suggest taking the ideas into other software and experimenting without the scaffolding that the website provides.

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Context

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The use of ICT in all subject areas is a current concern, so much so that there is a dedicated area at the NC in Action website at this address:

http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199028/ict/ks1

which seeks to promote the use of ICT in creative artwork. The reasoning presented is that 'ICT helps pupils learn in art and design by enabling them to develop their creativity and imagination through more sustained activities within the programmes of study.' It is also true that in a digital age pupils will prove more comfortable working on and transforming images in the digital domain than some of their teachers! Two advantages digital media can offer over traditional art forms are the facility to undo should a work take a downward turn and the quality of artifact created which is often to a quality of finish many year 1, 2 or 3 pupils will struggle to attain via conventional means.

The national curriculum states that 'pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects'. Despite this NC does not make a statutory requirement to utilize ICT in art teaching at Key Stage 1, although many agencies recognize the value of doing so. The following chart suggests the aspects of NC that this project touches upon from both the art and the ICT curriculums.

Art & Design	ICT
Key Stage 1	**Key Stage 1**
Knowledge, skills and understanding	**Knowledge and understanding**
Exploring and developing ideas	**Developing ideas and making things happen**
1) Pupils should be taught to:	2) Pupils should be taught:
a. record from first-hand observation, experience and imagination, and explore ideas	d. to try things out and explore what happens in real and imaginary situations [for example, trying out different colours on an image, using an adventure game or simulation].
Investigating and making art, craft and design	
2) Pupils should be taught to:	**Exchanging and sharing information**
a. investigate the possibilities of a range of materials and processes	3) Pupils should be taught:
	b. to present their completed work effectively [for example, for public display].
Knowledge, skills and understanding	
4) Pupils should be taught about:	
a. visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space	
Breadth of study	**Breadth of study**
5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:	5) During the key stage, pupils should be taught the Knowledge, skills and understanding through:
c. using a range of materials and processes – for example, painting, collage, print making, digital media, textiles, sculpture]	a. working with a range of information to investigate the different ways it can be presented [for example, information about the Sun presented as a poem, picture or sound pattern]
d. investigating different kinds of art, craft and design [for example, in the locality… galleries and sites on the internet] .	b. exploring a variety of ICT tools

Lesson 1 introduction to the dingding website

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Learning Objectives

Access and use online simulations and modelling

Consider their choices, justify design options

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Resources needed

Access to computers and the internet

NOTE: Most new computer systems will have the 'flash' plug-in already within their internet browser but older systems without this should have it downloaded and installed: virtually all interactive sites today depend upon this software from macromedia. Teachers should try out these activities first on the machines the class will use as a way of testing the appropriate software is installed.

Colour printing facilities

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Starter Activity

A game of 'consequences' where children take turns to draw the head, then torso, then legs of a figure.

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Main Activities

Showing pupils how to access the www.dingding.org.uk website and demonstrate the opening activity of the 'make a me' figure.

Move on to the 'design a bus' activity, guiding pupils to the level one version. Here pupils can make design choices – some of them illogical but fun, others more practical.

The software facilitates printing out of the designs to your nominated printer.

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Extension work for more able, gifted and talented

Additional sites that offer interactive colouring on a number of themes include the American site http://www.uptoten.com but children may need assistance in ignoring the online toyshop (!) and reaching the activity pages.

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Plenary

Quickly blue-tacking up the printed designs, a discussion over the design choices pupils have made and a discussion aimed at identifying what would be suitable criteria for judging a bus design.

Lesson 2 : Designing a ticket

Learning Objectives

Manipulate and control a series of interactive elements in an online design task

Resources needed

Access to computers and the internet

NOTE: Most new computer systems will have the 'flash' plug-in already within their internet browser but older systems without this should have it downloaded and installed.
Teachers should try out these activities first on the machines the class will use as a way of testing the appropriate software is installed.

Colour printing facilities

Graphics software suitable for this age group.

Suggest Logotron's 'Revelation' software that can be configured for early users (this can be purchased with eLearning credits, see http://www.r-e-m.co.uk/logo/?Titleno=19741
Another option would be Picasa http://picasa.google.com/ this program allows simple crop, edit, red-eye removal and simple filter effects before the final image is exported.

Starter Activity

Class discussion on the reasons why we have buses: refer back to the printouts of the last lesson's bus designs and query the 'environmental friendliness' of their efforts.

Main Activity

Ticket to Ride: Going back online to the dingding website, demonstrate the 'make a me' again and then move into the design a ticket activity on the site. There are a variety of design options here, and the 'photograph i.d.' will be the 'me' just designed.

The activity resembles an online colouring in book, a metaphor that pupils will be familiar with. Production of printed evidence of their work should be the lesson outcome.

Lesson 2 : Designing a ticket (continued)

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Extension work for more able, gifted and talented

The production of different options to appeal to different audiences could be a suitable problem for more able pupils: questions over what style of ticket, what colours would appeal to, say, their parents, their grandparents or their guardians would focus additional design work.

Exceptionally able pupils who finish even this extension activity early could attempt the online card pairs – sometimes called 'concentration' that is the 'who is the driver' activity on the dingding website.

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Plenary

Assembling the work in a suitable display offers the opportunity to praise pupils' work. In addition, pupils may be interested in seeing some older pupils' designs in the online gallery (from June 2005) at the dingding website.

Lesson 3 : Digital photography for travel passes

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Learning Objectives

Learn to edit a digital photograph for travel pass design

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Resources needed

Travel pass printout from last lesson

Access to computers and paint software such as Logotron's 'Revelation'

Webcams, and a means of moving small picture files to pupil Pcs (via network or floppy disc)

Small webcams such as the Philips Toucam 2 that offers small, passport sized stills of 320x240 pixels would be ideal: these are available for under £30. Alternatively a digital camera could be used but this will add logistical difficulty.

Pictures of famous faces/well known cartoon characters that have been 'disguised' with paint and felt pen additions.

Colour printing facility.

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Starter Activity

Disguises: show visual aids of disguised famous faces, play a game of identification. Lead into the lesson activity.

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Main Activity

Capturing pupil photographs so that they can add 'disguises' in a paint package on their computer. The aim is to produce – and save! – a variety of images to print out.

Pupils select the best images and cut/paste them over the cartoon face on the travel pass/ticket designs from last session.

Lesson 3 : Digital photography for travel passes (continued)

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Extension work for more able, gifted and talented

More able pupils may decide to attempt a re-creation of the ticket or pass design using word, and then digitally paste the face image in. The easiest way to use Word for such an activity is to use the text box tool to set out a series of rectangles for the content – text or pictures can be typed or inserted into the boxes created.

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Plenary

End of this short project: a display of the work and an appreciation of which works are judged the best and why.