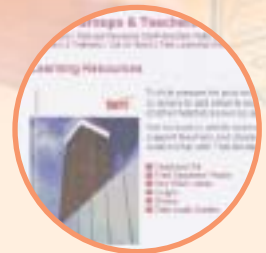


Using **web-based resources** in Primary Art and Design



Using web-based resources in Art and Design lessons

Many useful resources to support the art and design lesson can be accessed using the internet. These can then be bookmarked and set to be used offline. The teacher can download and adapt some resources to support the teaching and learning of specific key objectives. The examples given here describe a number of lessons in which ICT is used effectively to support the teaching and learning of art and design with children in Key Stages 1 and 2.

When planning the art and design lesson, teachers should start with the learning objectives from the National Curriculum for art and design or the QCA schemes of work. Choose ICT as a resource only if it will support the teaching and learning of these objectives. For example, ICT can allow the teacher to present a shared image easily to the whole class or a group of children, enabling them to focus on the ways in which the artist has portrayed colour, texture and perspective. ICT can also make it easy for the teacher to model different artistic techniques, and for the children to draft and redraft their work to explore different colour schemes and techniques. Teachers might also choose ICT because it allows children to plan, design and realise their work in ways that would not otherwise be possible.

All web addresses have been checked and were correct at time of printing.

AccessArt KS1 & 2

This online resource covers many aspects of the art curriculum. It includes a section on sculpture, and features workshops and pictures of works of art that would be expensive to reproduce in hard copy. New projects are often added.

URL: <http://www.accessart.org.uk/whatis sculpture/whatis sculpture.htm>

Relevant to the following:

Scheme of work

Unit 1C: What is sculpture?

After a visit to the local park where there is an unusual sculpture, a Year 1 teacher showed her pupils the sculpture section of this website.

They discussed the examples shown, talking about the materials used, the size of the sculptures and where they might be displayed. They also shared their personal views – whether they liked the sculpture or not, and why.

The teacher encouraged the pupils to plan and create their own sculptures, using a variety of materials.



Other resources that can be used in art and design, but which aren't included here, are:

Enchanted Learning [<http://www.EnchantedLearning.com>]

Smudgeflux [<http://www.smudgeflux.org>]

Kendra's Coloring Book [<http://www.isoverse.com/colorbook>]

Teachers have traditionally used a range of software to develop and reinforce children's art and design, particularly for modelling different painting styles and techniques. Newer software packages mean that these can now be extended into digital photography, animations, 3D modelling and textiles work. The introduction of projection technologies means that ICT can have a real impact on direct teaching in the art and design lesson, as children can have access to a shared experience and they can benefit from the interactive nature of the technologies to explain and present their work.



Clickety Click KS1 & 2

This site hosts a collection of projects for pupils aged six and over, using traditional and digital photography in art. There is a section for teachers and one for pupils.

URL: <http://www.clicketyclick.org/>

(Click on Just for fun, then Multimedia and then Digital mosaics)

Relevant to the following:

Scheme of work

Unit 3B: Investigating pattern

Unit 6C: A sense of place

As part of a history topic on the Romans, a Year 3 teacher wanted to incorporate some art and design activities on the theme of mosaics.

The teacher displayed a selection of Roman mosaics downloaded from the internet and pupils discussed how they had been made. She then displayed an image produced in a previous lesson by one of the pupils and enlarged it until the pixels were clear.

Pupils discussed the possibility of creating mosaics by using pixellated versions of their pictures as a 'pattern' or 'template'.

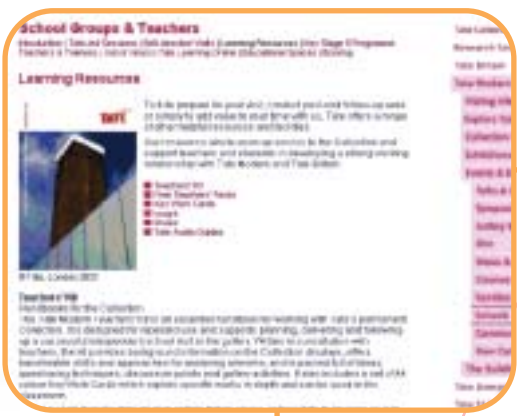
One pupil pointed out that whereas the tesserae in Roman mosaics were often different shapes, all the pixels were square. Pupils then realised that to create their own mosaics they would have to simplify their images.

The role of the teacher or a teaching assistant is paramount in raising standards in art and design. When ICT is used as a demonstration tool, it allows the teacher to demonstrate tools and techniques, to explain and ask questions, to stimulate discussion, invite predictions and interpretations of what is displayed, and to encourage individual children to give a response or explanation. ICT can be used just as effectively in the plenary session where children can demonstrate and explain what they have learned and, in particular, to showcase their work.

With the exception of teaching children how to use particular tools within an art or design package, the art and design lesson should not normally be used for the teaching of new ICT skills, which will need to be taught outside the art and design lesson. This means that the teacher will need to be sure that the level of ICT skill required in the lesson is appropriate. If the children are struggling with a new aspect of the technology, this may have a negative effect on their learning in terms of art and design.

You can view all of the web-based resources online at:

www.ictadvice.org.uk/webbasedresources



Tate Modern KS2

The education pages of the Tate Modern's site offer free downloadable teachers' packs on some of the temporary exhibitions. You can also buy a book to complement the permanent exhibitions.

URL: <http://www.tate.org.uk/learning/>

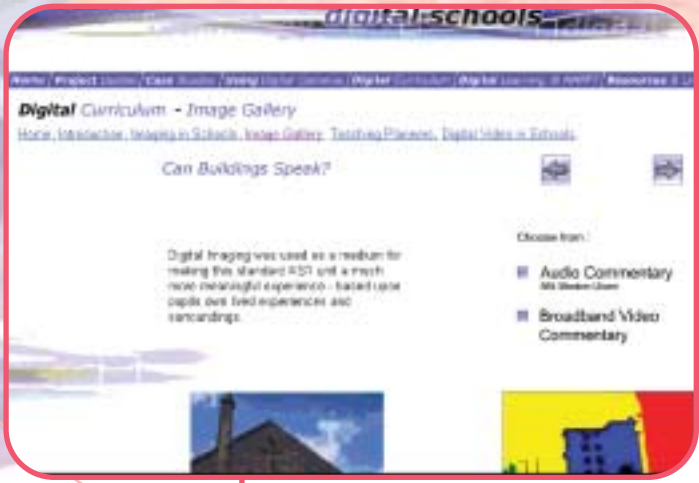
Additional site:
 Teachers' packs on temporary exhibitions: http://www.tate.org.uk/modern/eventseducation/sch_learnresources.htm#packs

Relevant to the following:
Scheme of work
Unit 5A: Objects and meanings

A Year 5 teacher, who was organising an observational drawing exercise for his class, found a free teachers' pack [<http://www.tate.org.uk/modern/exhibitions/morandipack.pdf>] on the still-life painter Giorgio Morandi on the Tate Modern site. The children used the online pictures, biography and timeline showing Morandi's life to research how his work reflected contemporary world events.

Armed with this information, the class created their own drawings in the style of Morandi.

As an extension activity pupils were encouraged to think about the objects they might choose to reflect world events today.



National Museum of Photography, Film & Television KS1 & 2

This site has a useful section on digital photography. The site's online guides allow teachers to work their way through equipment training when they have time.

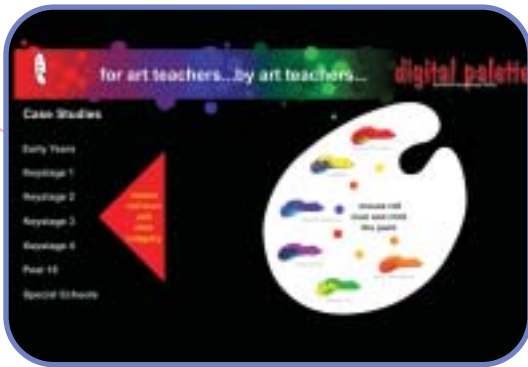
URL: http://www.nmpft.org.uk/digitalschools/curriculum_gallery_2.asp

Relevant to the following:
Scheme of work
Unit 2C: Can buildings speak?

A Year 2 teacher was working with her class on shape and pattern. She asked the children to record patterns and shapes in the environment by using the digital camera.

The teacher then used the school data projector to review the pictures, and the children talked about the shapes and textures they had photographed.

They developed their work further using various media to create repeated patterns based on the digital pictures.



Digital Palette KS1 & 2

This website gives examples of projects, most of which are linked to QCA units. It is an up-to-date, extensive resource.

URL: <http://www.content.networks.net/digipal/navho.html>

Relevant to the following:

Scheme of work

Unit 4C: Journeys

A Year 4 teacher used one of the example projects on the works of Paul Klee as the basis for a project on journeys. Pupils were encouraged to consider how they might develop this as a starting point and what sorts of materials they might use.

As in the example, pupils began by mapping out their journey to school, creating symbols for the objects they passed. They considered whether ICT could be used to enhance this work. Some pupils used digital images of landscapes as a starting point, while others started with selections of colours to reflect a mood.

Some pupils explored how they could use the facilities of the software to suggest different textures. Other children preferred to develop their ideas away from the computer, using a variety of materials to create a collage.



Virtual Teacher Centre – ICT in the Curriculum – Art and Design KS1 & 2

The Virtual Teacher Centre (VTC) provides free up-to-date education information. New web-based subject resources are added every week.

URL: <http://curriculum.becta.org.uk/docserver.php?docid=1671>

Additional URL:

Sanford website: <http://www.sanfordartadventures.com/study/timeline.html>

Relevant to the following:

Scheme of work

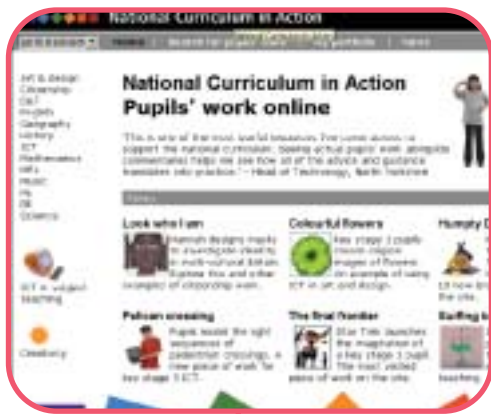
Unit 9gen Visiting a museum, gallery or site

In addition, the Teacher Resource Exchange (TRE) [<http://tre.ngfl.gov.uk/>] provides a database of resources and activities designed to help teachers develop and share ideas for good practice.

A Year 6 teacher concerned about his own limited knowledge of art history visited the VTC. The range of resources that were available surprised him. After spending some time exploring various works of art from around the world, he thought that his pupils would enjoy the chance to explore this area of the site too.

Pupils spent some time looking at the images from different artists and art movements. Then, to focus their thinking more, the teacher suggested that they should produce a timeline of art showing how 'artistic thinking' had developed over a period of time. To support this idea, the teacher showed pupils the timeline on the Sanford website.

Pupils responded to the challenge and different groups chose different starting points. They selected their favourite images and explained how they exemplified the genre of the period. Pupils shared their findings using a variety of approaches.



National Curriculum in Action KS1 & 2

The National Curriculum in Action website was established by QCA to promote understanding of progression and to support assessment of learning across the curriculum. A number of cross-curricular links have been incorporated, as exemplified on the art and design, and ICT websites.

The examples of work can be used as a starting point for discussion with pupils regarding expectations for different levels of attainment.

URL: <http://www.ncaction.org.uk/search/index.htm>

Relevant to the following:

Scheme of work

Unit 4C: Journeys

A teacher with limited confidence in teaching art to her Year 4 class visited the National Curriculum in Action website in search of inspiration for the QCA scheme of work unit on viewpoints. She felt that the Fantasy Worlds example [<http://www.ncaction.org.uk/search/comment.htm?id=1393>] would provide a real stimulus for her pupils to develop their creativity using a different medium – manipulating digital images using software.

The teacher used the internet to locate and download the works of art suggested in the QCA unit. She showed these to the class, using an interactive whiteboard, and pupils were able to annotate them.

Pupils collected digital photographs of their local environment and talked about how they might be perceived differently in a dream or if they were part of another world. The teacher introduced Photo Editor so that pupils could experiment with different filters and distortion facilities – the effects were stunning. Pupils suggested that these effects could be applied to facial images to produce alien beings!

Using a search engine KS1

Google offers a very simple way of searching for information on the internet. The images tab is particularly useful for younger children or anyone who struggles with reading. Click on the 'Images' tab and then enter the search string (what you are looking for – 'fish', in this instance) as normal. A series of images appears instead of a list of web pages. Clicking on an image displays it full size.

URL: <http://www.google.co.uk>

Relevant to the following:

Scheme of work

Unit 2B: Mother Nature, designer

Unit 2C: Can buildings speak?

Unit 3B: Investigating pattern

Pupils in Year 1 had been listening to the story 'The Rainbow Fish'. The teacher encouraged them to find out whether such a fish really existed, and showed them how to search for pictures using the 'Images' tab in Google. Pupils were able to display a range of fish and talked about which ones were most like the fish in the story.

Using the interactive whiteboard, they drew around the outlines, and marked in the scales and bands of colour. The children then went on to create their own fish using a variety of prepared templates and materials, including ICT.

Some search engines are safer to use when looking for images than others. For more information, visit the Superhighway Safety site [<http://safety.ngfl.gov.uk/safeimages>].

Art by Culture KS2

This is a site for finding out about art in different cultures and in different times. It is attached to the Minneapolis Institute of Arts website, which has videos of artists at work and explores lots of visual literacy as well as providing an exploratory trip round a Van Gogh painting.

URL: <http://www.artsmia.org/world-myths/artbyculture/index.html>

Additional sites:

Digital Palette: <http://www.content.networks.net/digipal/KS2%20STUDIES/Egyptian%20Collar/Egyptian%20Collar%20page%201.htm>

and

<http://www.content.networks.net/digipal/KS2%20STUDIES/Venetian%20Masks/page%201.htm>

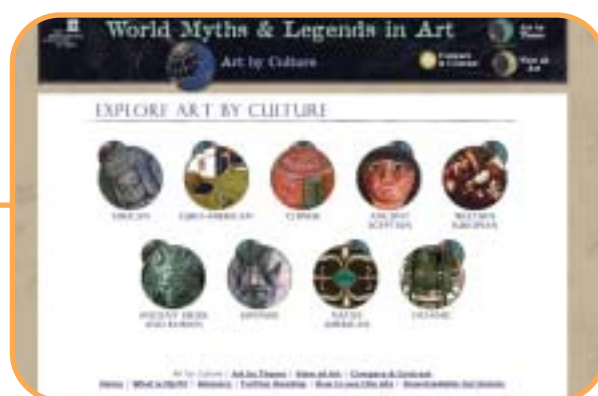
Relevant to the following:

Scheme of work

Unit 5A: Objects and meanings

Programme of study

Unit 5D: Investigating art, craft and design in the locality and in a variety of genres, styles and traditions



When a Year 5 pupil brought in a native American headdress, this prompted other pupils to mention artefacts they had at home. The teacher encouraged the pupils to bring these to school and then use this website to find out about their cultural significance.

The website provided key ideas and background information as well as the story behind the artefacts and some discussion points. Pupils could listen to the story as well as read it.

Working in groups, they researched their chosen areas and reported back to the rest of their class. Some pupils took digital photographs of their artefacts in order to present their findings electronically.

As a follow-up activity, the teacher asked pupils to select an artefact as a starting point and to explore ideas to create similar objects. Some pupils found this very difficult so she encouraged them to look at examples produced by pupils in other schools. The examples helped pupils to develop their own ideas. Some children focused on the patterns involved while others experimented with different materials.

BBC Northern Ireland Learning – Primary Art KS2

The site contains video clips showing how to create the components of a landscape mural and how to put it together.

URL: http://www.bbc.co.uk/northernireland/schools/4_11/primaryart/

Relevant to the following:

Scheme of work

Unit 6C: A sense of place

As an introduction to 'a sense of place', a Year 6 teacher showed his class some digital images of rural and urban landscapes on a large screen display.

Pupils talked about how they might create their own large-scale landscapes in the form of a mural.

The teacher invited the pupils to visit the 'Countryside' section of this website to see how pupils had done this in Northern Ireland. The class found the video clips useful and came up with several ideas to develop the original theme: seasons; north, south, east and west; town and country; another world.

Pupils organised themselves into groups to work on their preferred theme and then spent time planning how they would develop their mural.

ArtEdventures KS1 & 2

This site has lots of ideas, activities and lesson plans for art and design. Both teachers and children can benefit from the information and ideas provided.

(It may be worth spending a little time discussing any spelling differences before or after using this American site.)

URL: http://www.sanford-artedventures.com/play/color1/color3_j.html

Relevant to the following:

Programme of study

Unit 4: Knowledge and understanding (visual elements – colour)

Carmine's Color

Blue, yellow and red make all other hues.
Let's start with secondary colors and make just a few.

First look at the color to have to make.
Then click on two primaries you think it will take.



March Purple



Willow Pattern



Sir Robert Hitcham Primary School KS1 & 2

This is a site put together by teachers at the Sir Robert Hitcham Primary School to give advice and ideas. The site is particularly good for explanations on starting from scratch using ICT and art.

URL: http://www.hitchams.suffolk.sch.uk/ict_art/willow/index.htm

Relevant to the following:

Scheme of work

Unit 3B: Investigating pattern

A Year 3 teacher, who was looking at using pictures to tell stories with her class, took the Willow Pattern design activity on the site as the basis for an ICT and art project.

The children, who had previously read and written about the Willow Pattern story in their literacy lesson, were using the computer to tell a story by creating their own willow pattern. Pupils could choose to either create a border for their design or use a template prepared by the teacher (by painting out the middle section of the plates displayed on this site).

They used the features of the software to draw a picture of the Willow Pattern story in only one colour but with different tools. One group particularly enjoyed using the spray-can tool for creating the effect of leaves on the trees.

A Year 2 teacher used the ArtEdventures site with Carmine Chameleon to introduce colour wheels illustrating primary and secondary colours. She used an interactive whiteboard so that pupils could participate in the online activities.

Pupils then used prepared templates to mix paint to create their own colour wheels. In the plenary session, they discussed what they had learned about primary and secondary colours and how to mix them.

Pupils returned to the website later to investigate shades and tints and then take part in the quiz.



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