

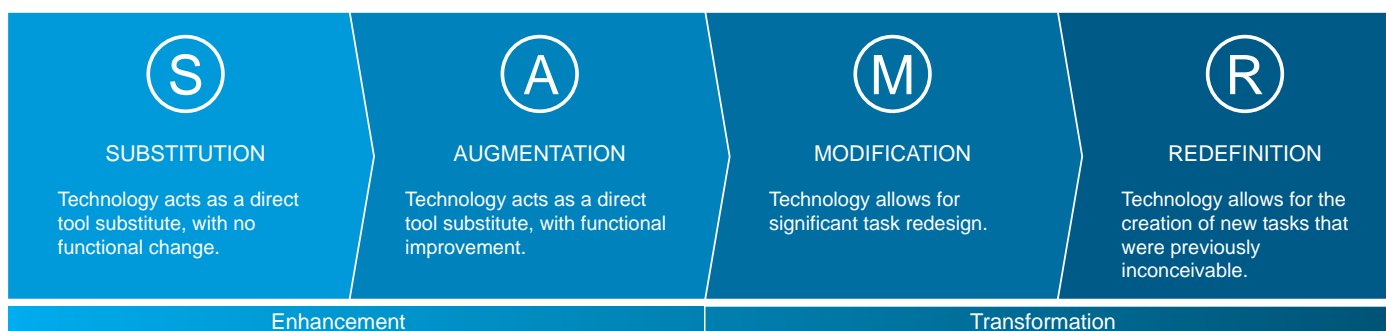


INTRODUCTION

This book has been created to help teachers in Malta and Gozo use LearnPad tablets effectively in the classroom. Our aim is for it to be a useful document that teachers can pick up and refer to often, with a wealth of ideas and resources to support schools as they begin their journey on the One Tablet Per Child project.

The teaching ideas have been planned and designed by experienced teachers. They focus on using the tablet as a tool in the classroom to facilitate learning and improve digital literacy. We believe that technology should be used in context in the classroom and should be accessible to all, so we've also included a range of suggestions for differentiating your teaching for all students.

The planned activities have been carefully chosen to foster creativity and collaboration, guiding pupils and teachers through the process of embedding technology in their approach to learning. We recognise that this process requires support and scaffolding. We've referred to the SAMR model, which explains the different levels of embedding technology in education:



Each section's cover page has teaching ideas that link to the four stages of the SAMR model. On these pages you'll also find a QR Key – scan this using your LearnPad Workbook to load a customised Lesson Profile, containing all the Apps and links you'll need for that section.

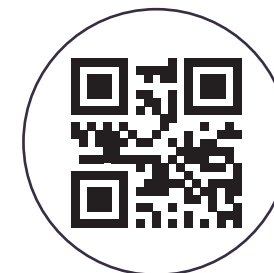
The LearnPad system is designed to make communication and feedback as easy as possible. Work can be viewed in real time by the teacher, or 'Handed In' wirelessly to ClassCloud. Teachers can send specific files or messages to students, and complete this feedback cycle – crucial for improving progress. Our ClassView technology also allows for seamless collaborative working in the classroom. Screens of all pupils' devices can be displayed simultaneously on the teacher's screen, creating a group workspace – or a single device can be shared full-screen, offering valuable prompts for discussion or peer-assessment.

We hope that this book will provide opportunities for you to open up creativity, collaboration and communication in your classroom, giving you the confidence to make the best use of these powerful tools. As education professional ourselves, we understand that a teacher's time is precious – that's why we've worked hard to make sure these lessons ideas are useful and practical. We're here to help make sure that your experience with Avantis technology is enjoyable and rewarding. Please get in touch if you have any feedback or queries.



In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for Art.

Scan the QR key to the right to launch the lesson profile on your LearnPad and explore the resources and tools we've chosen for this curriculum area.



S

SUBSTITUTION

Use the Art Around the World website to find out about art from a specific culture. Take screenshots of interesting elements and use to inspire own artwork.

A

AUGMENTATION

Create and keep an art journal in Author, using text, images, video and sound to track progress in skills.

M

MODIFICATION

Collect images and videos of visual elements in the school environment and surrounding area, including parks and public spaces where possible. Share these via ClassCloud; the teacher can display them on their screen to stimulate discussion and artwork in response.






R

REDEFINITION




Using SketchBook Mobile X, open Layers tool and tap + to open camera and take self portrait. Add a new layer and use drawing tools to trace face and features, exploring brushes and lines. Experiment with hiding the photo layer to see how the drawing looks. Use for a classroom display.

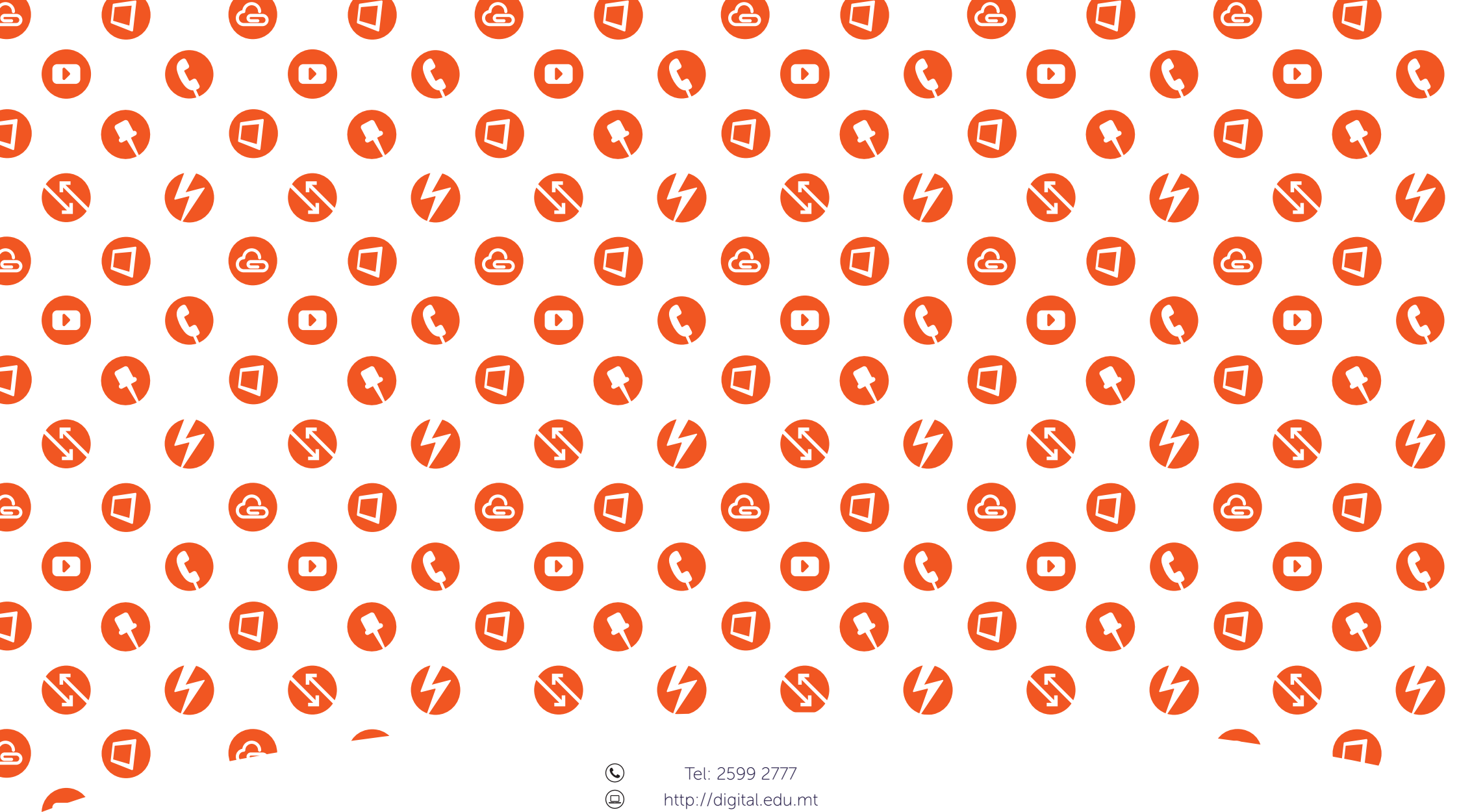
Enhancement

Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can visually respond to visual elements found in nature, man-made objects and the built environment, in 2-Dimensional and 3-Dimensional work.		Collect images and videos of visual elements in the school environment and surrounding area, including parks and public spaces where possible. Share these via ClassCloud; teacher can display them on their screen to stimulate discussion and artwork in response.	Provide a checklist of suggestions for students of places to look for interesting elements, or for certain shapes, colours and forms.	Add these images and videos to Author art journal and annotate with ideas.
I am motivated to make a positive contribution to my school environment.		Open Layers tool and tap + to add a photo from camera; use front-facing camera to take a self-portrait. Add a new layer and use drawing tools to trace face and features, exploring brushes and lines. Experiment with hiding the photo layer to see how the drawing looks. When completed, use for a classroom display of self-portraits.	Differentiation by outcome; those pupils who are more confident may add a background, use fill airbrush/tool etc.	
I can convey ideas and emotions, real or imagined, in line and colour such as warm and cold colours.		Use a story, piece of music or other artwork as a stimulus. Explore line and colour in WorkSpace, using stylus and line tool as well as background gradients.	Use concrete stimulus first before moving on to more abstract art.	Investigate how changing the colour of a line or shape changes the artwork (press and hold).
I can modify and test ideas.		In Author art journal: add pictures or video of art ideas as they occur, and evaluate their effectiveness.	Provide adult support to suggest ways to modify ideas.	Show progression of skills and ideas over time.
I can follow the ideas of others.		Use Q-Files to find out about a famous artist and use their ideas to inspire own artwork (don't forget to record this in your Author art journal).	Work in a small group with an adult initially, focusing on a single artist and sharing ideas together.	Explain to an adult which elements of the artwork have been inspired by the famous artist, rather than attempting to create a copy.

I can listen to a selected abstract from a story and respond in visual language.	 	Use a story (written, eBook, video or audio) as a prompt to create a piece of art or an animation.	Focus on a single aspect such as making good use of line or colour.	Explore more advanced tools in these apps, such as gradient backgrounds in WorkSpace or frame copying in Animator.
I can gather information. I can look at a work of art, a reproduction or an artefact, consider it and talk about it.		Drop an image of a work of art onto the screen and annotate with thoughts and ideas.	Provide key vocabulary cards as a prompt.	Research on the internet to find out about the artwork and place it in context.
I can respond to art in written and visual forms.		Create a video using images of artwork and interleaving with text or video responses.	Work in a small group with an adult to scribe ideas and focus discussion.	Choose appropriate music as a response to go with Animoto creation.
I can observe and record from given sources through drawing, painting and modelling.	  	Produce an observational artwork (using chosen app or on paper/ sculpture and record with Camera) and share with the class via ClassView on teacher's screen.	Take a photo in WorkSpace and use pen tools to trace over key areas as a start.	Explore the advanced tools of a chosen app or think about how to record a 3D model to showcase it effectively.
I can use media in a free and spontaneous way.		Explore the different brush sizes, techniques and colours.	Respond to a given stimulus or idea if struggling.	Make use of the opacity tool, layers or symmetry tool.
I can demonstrate the relationship between at least 2 visual elements. I can make compositions or structures in 3-Dimensions.		Create outdoor shadow portraits by placing natural or found objects in own shadow and photographing.	Work in pairs, chosen by ability to collaborate effectively (very difficult to complete this task alone!).	

I can demonstrate my understanding of the developments in my work as I acquire skills and use a range of media.		Create and keep an art journal using text, images, video and sound to track progress in skills.	Teacher hands out a templated Author book with prompts and headings.	Continue journaling at home.
I can explore the function of art from another culture and use visual elements from it.		Use the Art Around the World website to find out about art from a specific culture. Take screenshots of interesting elements and use to inspire own artwork.	Teacher directs students to a specific sub-page/ culture with more obvious elements for inspiration; e.g. Australian Aboriginal art.	Add screenshots and notes to art journal in Author.
I can recognise some aspects of art that indicate when and where it was made.		Use Timeline of Art to explore different artistic movements from various periods and locations. Make notes in Author art journal about what they have learned.	Work in mixed-ability pairs.	



Tel: 2599 2777



<http://digital.edu.mt>

If you require any assistance, please contact us.



Operational Programme II - European Structural and Investment Funds 2014-2020

"Investing in human capital to create more opportunities
and promote the well-being of society"

Project may be considered for part-financing by the European Social Fund

Co-financing rate: 80% European Union; 20% National Funds

