



The 21st Century Art and Design Primary Teacher

Learning and Teaching

Twenty-first century art and design teachers ensures teaching is enhanced through the informed use of ICT. They use technology to offer greater flexibility and choice, delivering lessons that use a wide range of teaching techniques and differentiating learning to meet learner needs and preferences. They communicate information and concepts clearly providing high quality lessons and resources that make learning exciting and engaging for learners of all abilities in all contexts. They use technology to aid the provision of adaptive solutions for learners with special needs. C21 teachers create a learning environment involving ICT in which learners feel safe and secure.

How *Art and Design* teachers use technology for Learning and Teaching

Primary art and design teachers use interactive whiteboards to provide a focus for classroom activities for all learners (support with whiteboards can be downloaded from this site www.nsead.org/ict/resources/resources44.aspx). In art and design they use the internet to access a wide range of teaching resources and the working practices of artists, e.g <http://www.artisancam.org.uk/>. They use the web to research museums and galleries from around the world and to introduce learners to art and design movements and artists, craftspeople and designers past and present <http://witcombe.sbc.edu/ARTHLinks.html>. They introduce learners to virtual galleries and use them to showcase students' own work. www.rtkids.org provides a national exhibition space to share students' work online.

They use digital tools to demonstrate how learners can select, organise and present information and model situations so as to assist learners to explore and develop ideas by:

- using digital microscopes and visualisers
<http://emergingtechnologies.becta.org.uk/index.php?section=etn&rid=14742>
<http://www.ideastoinspire.co.uk> or to examine textures or using image-editing software
- assisting learners to make choices about their own artwork, for example using a digital camera to take several pictures before deciding which to keep, which to use and which to discard
www.nationalmediamuseum.org.uk/Learning/onlinelearning.asp
- demonstrating how to take creative risks, for example by combining sensory experiences, through the use of digital video or animation techniques incorporating sound effects.

Visit for examples:

<http://www.amblesideprimary.com/ambleweb/digitalarts.htm>

<http://www.hitchams.suffolk.sch.uk>

They are aware of the variety and range of software available and over a key stage provide opportunities for students to experiment and gain confidence using a range of software for different purposes including image manipulation, simple animation, video editing. Anim8ed www.anim8ed.org.uk, is an online animation resource which offers ideas, contacts and suggestions for teachers to help with developing animation projects. The site includes a step-by-step guide to visual storytelling using digital comics and animations. Another useful guide to storyboarding and making movies is to be found at: www.bbc.co.uk/cbbc/meandmymovie

They use interactive whiteboards to assist learners in focusing on aspects of composition and understanding the techniques of artists, craftspeople and designers. Primary art and design teachers use technology to provide access to high quality learning materials for all learners at any time. CLEO Cumbria and Lancashire Education Online provides videos and multimedia resources to support primary and secondary art and design teaching and learning www.cleo.net.uk

They use their school intranet to provide access to a range of secure resources to engage learners and use interactive websites to support individuals or groups to investigate and develop their ideas <http://www.exploratree.org.uk>

Access to subject specific information about health and safety issues in art and design can be found on line at <http://www.nsead.org/hsg/index.aspx>

Administration and Planning

Twenty-first century teachers use technology for all administrative processes, enabling them to save time. They use technology to help them with planning for learning and teaching, reusing and adapting documents, enabling the planning process to be completed quickly. They plan a broad and balanced curriculum that includes the use of various types of technology to support learning. They give learners opportunities to develop competence, independence and initiative in their use of technology to support learning. C21 teachers use technology to help with the storing and manipulation of pupil data for both formative and summative assessment. They identify and address their professional development, including their own ICT training needs, responding to emerging technologies and practice.

How *Art and Design* teachers use technology for Administration and Planning

Twenty-first century ***Art and Design*** teachers, as all teachers, use technology to document their planning and by reusing and adapting these documents they save time which can be used in the classroom for learning. They cooperate with colleagues in the school to ensure their skills are up-to-date and that the available facilities are being put to best use. They participate in whole-school planning for ICT policy to ensure that specific needs of art and design are articulated before decisions are made. They share responsibility with colleagues for keeping themselves up-to-date on ICT resources to support art teaching. They collaborate with colleagues in ensuring that up-to-date information about the school's art and design curriculum, qualifications, timetable and resources for each year is available online to staff, parents and pupils. They provide for, and respond to, electronic feedback from parents. They keep themselves up-to-date via the Internet and digital media about the kind of materials with which their pupils are engaging, looking for opportunities to make

connections with the art and design programmes of study, providing stimulating contexts and resources to enliven their teaching, and opportunities for their pupils to make active contributions to the learning. When planning they use a selection of websites to obtain resources and lesson ideas in order to build upon their existing teaching activities and resources.

They use professional support areas such as www.nsead.org to support their professional development. They are able to use forums to communicate with colleagues and to discuss issues of concern <http://community.tes.co.uk/forums/4.aspx> or to assist with their planning <http://arted20.ning.com/>

Assessing and Reporting

Twenty-first century teachers have modern assessment and reporting systems in place which help them understand how to identify and meet the needs of the learner. They use technology regularly and consistently to support their professional judgement, with assessment for learning and tracking pupil progress. C21 teachers educate and monitor learners to ensure their use of technology is safe, legal and responsible. They use technology to communicate with parents/carers, sharing information with them about their child through electronic/online reporting.

How *Art and Design* teachers use technology for Assessing and Reporting

Twenty-first century art and design teachers contribute to the school learning platform/website which informs parents and learners about the work that takes place in the classroom and links to useful resources that learners might use at home. Learners develop online portfolios that provide a record of work undertaken to assist with both formative and summative assessment.

They make use of electronic communication in order to provide parents with a rounded picture of progress and standards, including such items as students' work, curriculum information and work deadlines.

They use assessment and reporting systems to assist with formative as well as summative assessment.

They use tools such as interactive whiteboards, and aspects of learning platforms to enable formative assessment with students as they work.

They provide feedback to learners through the schools VLE or parent sites on specific projects.

They use audio and video to ensure that all learners are actively involved in ongoing assessment. Conversations are easily recorded enabling learners to celebrate their achievements, recognise their strengths and identify priorities for future learning and how these could be achieved. Having a central role in their assessment helps children to take greater responsibility for their own learning, builds their confidence and helps them make progress. They use websites such as www.youtube.com to assist the sharing of good practice.

Are you a 21st century **Art and Design** teacher?

Do you as an <i>Art and Design</i> teacher:			
(Consider what you do towards developing your range of professional skills with technology.)	regularly	sometimes	Not at all
Know when (and when not) to use 3-D imaging, animation, digital photography, video etc in your Art and Design teaching to enhance the topic you are teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frequently review and audit your practice to ensure you are using technology effectively in Art and Design teaching, planning and assessing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regularly identify personal targets for developing new skills in art and design and ICT at your performance review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know and assess your learners' ICT capabilities in art and design This may include paint and drawing programmes, still and moving image manipulation and editing programmes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When teaching, use ICT to creatively exploit and extend your learners' use of audio and visual technologies in art and design?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology to present information, processes and concepts in interesting ways to learners and for learners to present to their peers. This may include exchanges of artworks in 'virtual' galleries and artworks or information sourced through 'remote' collaborations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use technology to access ideas and information through digital resources for personal use and for learners to be aware of the validity of information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following links will help in your journey towards 21st century Art and Design teaching and learning

For further help and ideas on how to turn your checklist into actions, try reviewing some of these resources.

Ten websites that Art and Design teachers will find useful:

NSEAD

<http://www.nsead.org>

National Society for Education in Art and Design – information on all aspects of art

education for primary and secondary schools, ICT and classroom practice for subject leaders and non subject specialists.

Artisancam

<http://www.artisancam.org.uk/>

Artisancam – learn about contemporary art and artists. Using video and interactive activities this site provides information on the ways in which artists work.

Art History – resources on the web

<http://witcombe.sbc.edu/ARTHLinks.html>

A comprehensive resource with links to galleries and museums around the world.

Culture 24

<http://www.culture24.org.uk/home>

Exhibition reviews, education resources from museums and galleries and libraries around the UK.

Think Draw

Drag and drop different picture elements to create your own designs on-line.

<http://www.thinkdraw.com/>

Web Museum

<http://www.ibiblio.org/wm/paint/>

Offers images and historical context for artists and art movements ranging from Gothic and Renaissance to Impressionism and Pop.

Artists Toolkit

Explore the elements of art, look at interactive modules and learn from artists in action.

<http://www.artsconnected.org/toolkit/index.html>

<http://www.npg.org.uk/webquests/>

On-line activities generated by a collaboration between nine national museums. Pupils can work independently and engage in concepts and processes online

Bubbl.us

Bubble.us is a simple and free web application that lets you brainstorm online

<http://bubbl.us/>

Access Art

AccessArt consists of a family of websites and resources which inspire and enable visual arts teaching and learning.

<http://www.accessart.org.uk/>