

ICT in primary Art and Design: A pupil's entitlement

Becta in association with



There are many ways in which ICT can enhance the teaching and learning of art and design in the primary classroom. Using ICT:

- helps pupils gain access to the works of a wider range of artists, craftspeople and designers through the internet or CD-Rom
- pupils can find tools to help them select, organise and present information
- pupils can explore and develop their ideas, for example by using digital microscopes to examine textures, or using image-editing software
- helps pupils to make choices about their work, for example using a digital camera to take several pictures before deciding which to keep to use in their art work and which to discard
- enables pupils to take risks and demonstrate creativity, for example by combining sensory experiences, through the use of digital video or animation techniques incorporating sound effects
- can develop pupils' confidence and enable them to work independently, for example by enabling them to create a satisfying product of which they can be proud
- enables pupils to present information in a range of ways, for example by creating a slideshow of work to display at a parents' evening or school assembly, or by creating an online gallery
- can improve efficiency, for example work in progress can be retrieved and modified
- enhances interactive teaching and learning styles, for example by using an interactive whiteboard.

The National Curriculum for Art and Design states that: 'Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning.'

Here are the statutory requirements to use ICT in the art and design programme of study:

Key Stage 2 – Breadth of study

5c: Pupils should be taught the knowledge, skills and understanding through using a range of materials and processes, including ICT (for example, painting, collage, print making, digital media, textiles, sculpture). It further suggests ways in which ICT can support pupils' teaching and learning.



Using an extensive range of resources

Key Stage 1 – Andy Goldsworthy

A Year 2 teacher used the internet to find pictures of Andy Goldsworthy's art, which she displayed on the interactive whiteboard.

The pupils talked about the materials that the artist had used and where and how he had created the works. The teacher asked questions such as: Are his materials natural or man made? Has he painted the work? Is his work made in a studio? Through careful questioning, the teacher helped her pupils to understand that Andy Goldsworthy's original works of art were not created to be permanent, but transient, and that they had been recorded using a camera.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>.

Exploring and Developing ideas 1b

Investigating and making art, craft and design 2a, 2c

Evaluating and developing work 3a, 3b

Knowledge and understanding 4a, 4b, 4c

QCA Scheme of work Art and Design Unit 2b Mother Nature designer:

<http://www.standards.dfes.gov.uk/schemes2/art/art2b/?view=get>

Progression idea

The pupils collected materials from nature, made their own 3D artwork and then took digital photographs of them before returning the original materials (where possible) to the location where they had been found. Their photographs were imported into presentation software and displayed as an electronic slideshow.

For further lesson ideas see the NAACE site:

<http://archive.naace.co.uk/direct2u/indexbysubject.html> (scroll down to Art Year 2 Week 22) or LGfL <http://samples.lgfl.org.uk/primary/main.html> select Years 1-6



Examples search, Year 2, Art and Design Mother Nature t-shirts.

Key Stage 2 – Become an art expert

A Year 6 teacher had selected several artists, living and dead, who displayed very characteristic styles, and asked groups of pupils to use the internet to research the works of one particular artist.

They used the websites of art galleries and other sites that displayed copies of pictures. From these they were able to identify the

characteristics of the artists' works. They used writing frames to help them gather information on the various artists and to clarify their thinking. They recorded such details as: full name of the artist; when and where the artist was born (and/or died); where they studied and worked and the key distinguishing features of their work.

Less confident pupils were supported by questions to direct their observations. At the end of the lesson the teacher displayed a range of pictures by different artists and asked the pupils to identify the artist and explain how they were able to do so.

Programme of study: Art and design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas

Investigating and making art, craft and design

Evaluating and developing work 3a

Knowledge and understanding 4a, 4b, 4c

Progression idea

The teacher downloaded copies of several pictures by the artists that the pupils had studied. The class then role played an edition of the Antiques Roadshow TV programme where different 'experts' talked about the features of various pieces of art. As each picture was displayed, a group of pupils identified the artist and talked about the features that had helped them.

Two of the gallery websites which the children used for this activity were CJR <http://www.cjrfinearts.com> and Elaine Fine Art <http://www.elainefineart.com>. A search engine will find many alternatives.

You can find a lesson plan for this activity on the NAACE site <http://archive.naace.co.uk/direct2u/indexbysubject.html> (scroll down to Art Year 6 Weeks 22 and 36).

Selecting and organising information

Key Stage 1 – Selecting colours

A Year 1 teacher introduced her class to a website to help them discriminate between shades of colour. She modelled the task first, demonstrating how to select and paint, and how to 'over paint' if they made mistakes.

The pupils worked in pairs, one choosing a picture for their partner by clicking on the image at the top left of the screen. Then they took it in turns to select the correct colours to replicate a chosen image.

After they had completed all the pictures correctly they were rewarded with a certificate of merit.



Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Investigating and making art, craft and design 2a, 2b

Lecky's picture painting program can be found on the TRE.

<http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourcelid=11671>

Progression idea

Pupils later selected shapes from a simple painting program, positioned them on the page and filled them with their choice of colours. In the plenary session the pupils described to the class how they had made their selections.

Key Stage 2 – Photo montage



A Year 5 class had been working on creating a montage using a range of media. Their teacher decided to extend the task by using ICT to enable his pupils to explore how parts of the photos can be manipulated to create different effects.

The pupils used scanned photos and other digital images they had created

themselves before selecting sections with interesting textures, colours, shapes etc.

They then further adapted these, resizing, rotating and combining them to create a montage.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 1b, 1c

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3c

Knowledge and understanding 4a

Further examples of similar activities can be found on the Northern Grid for Learning site. http://ngfl.northumberland.gov.uk/art/infosheets/collage/photomontage_med.htm

Progression idea

The pupils used ICT to experiment further with the technique of montage by manipulating elements of the picture using geometric, artistic and illumination editing effects.

Exploring and developing ideas

Key Stage 1 – Exploring textures

This Year 1 teacher used a digital microscope to help her pupils explore the textures of different fabrics. Each pupil was asked to bring a piece of fabric from home or to select something from the dressing-up clothes or 'Bits and pieces' box.

To begin with, the pupils categorised the fabrics by colour, then the teacher prompted them to think of other ways to describe the fabrics.

The pupils used the digital microscope in turn to examine their fabric and then, in an adult-led group, they described the appearance of it. The teacher captured pictures of some of the textiles and made a list of the pupils' descriptive words.

In the plenary session she asked some pupils to match words from the list to pictures of the fabrics.

The teacher helped the pupils to understand that you need to be able to feel a fabric to describe the texture accurately.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Exploring and Developing ideas 1a, 1b

Investigating and making art, craft and design 2a

Evaluating and developing work 3a

Knowledge and understanding 4a, 4b

QCA Scheme of work Art and Design Unit 1b Investigating materials

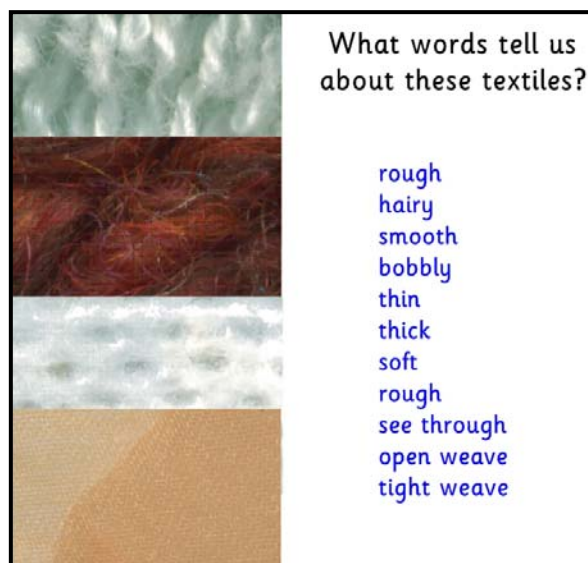
<http://www.standards.dfes.gov.uk/schemes2/art/art1b/?view=get>

Progression idea

You can see a similar lesson idea on the LGfL site

<http://samples.lgfl.org.uk/primary/main.html> (select Years 1-6 Examples search, then Year 1, Art and design, Surface pattern).

In this lesson the teacher uses a graphics program to demonstrate how to change the appearance of the surface of various everyday objects.



Key Stage 2 – People in action

A Year 6 class had used the internet and other resources to investigate how movement has been depicted in, for example, dance and gymnastics. They decided on an action that they would like to display and took a digital photo of that. Next, using a painting program, they decided upon a suitable background that would reinforce the idea of movement – a picture of the sky would suggest jumping or flying, for example.

The pupils then pasted their original pictures onto the backgrounds before copying, resizing and pasting them again to suggest further movement. For example, by making the picture smaller it appeared as if the person was receding into the distance.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 1a, 1b, 1c

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3b

Knowledge and understanding 4b

QCA Scheme of work Art and Design Unit 6A People in action

<http://www.standards.dfes.gov.uk/schemes2/art/art6a/?view=get>

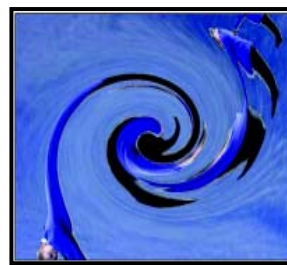
Progression idea



One group of pupils used a digital video camera to make short videos showing movement.

They selected suitable frames and superimposed these to make an interesting picture.

Another group chose one image, repeated it, and then used various effects in their image-editing software to create a picture that looked like a vortex.



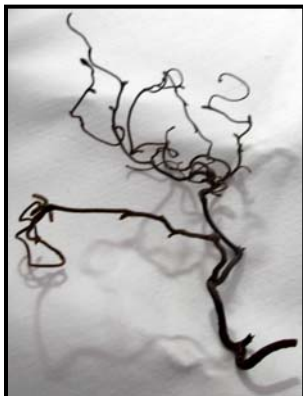
You can see other similar examples from Jessie Younghusband School.

<http://www.jessieyounghusband.w-sussex.sch.uk/curriculum/y6/movementart/movementart.htm>

There is also a video of a similar lesson on the LGfL

<http://samples.lgfl.org.uk/primary/main.html> (select Years 1-6 Example Search, Year 6, Art and Design, People in action).

Making choices



Key Stage 1 – I like that

A Year 1 class had looked at a variety of sculptures.

The pupils went to the local park to look for natural sculptures. They used digital cameras to photograph what they found.

Back in the classroom the photos were downloaded and supplemented by others that the teacher had found on the internet.

Each pupil chose one of the pictures to talk about, explaining their reasons for liking it.

The teacher encouraged her pupils to talk about shape, form, colour and texture.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Exploring and Developing ideas 1a

Investigating and making art, craft and design 2a, 2c

Evaluating and developing work 3a, 3b

Knowledge and understanding 4a,

QCA Scheme of work Art and Design Unit 1c What is sculpture?

<http://www.standards.dfes.gov.uk/schemes2/art/art1c/?view=get>

Progression idea

The pupils collected natural materials that they found lying on the ground. They brought them back to the classroom and placed them against different coloured backgrounds. They decided which gave the best effect, considering light and shade, and then took digital photographs from different angles. Each pupil chose one of their photos, printed it out and used a word processor to write a caption describing it for a class art gallery.

Key Stage 2 – The Great Picture

Here, a Year 4 class were exploring the ways artists hid meanings in their pictures.

They had looked at many examples of pictures from the major galleries. The teacher wanted his pupils to have the opportunity to explore some more pictures independently.



He downloaded an interactive application from the internet and asked the pupils to work in pairs to find out as much as they could about the artist's intentions when painting the portrait. The pupils were further supported by writing frames.

During the plenary session the pupils reported their observations and conclusions to the class. As they did so, the teacher annotated the picture which he had projected on the interactive whiteboard with these ideas.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 1b, 1c

Investigating and making art, craft and design 2c

Evaluating and developing work 3a, 3b

Knowledge and understanding 4a, 4c

QCA Scheme of work Art and Design Unit 3a Portraying relationships

<http://www.standards.dfes.gov.uk/schemes2/art/art3a/?view=get>

The downloadable resource used in this activity can be found on CLEO.

http://www.cleo.net.uk/resources/displayframe.php?src=169/consultants_resources%2Fgfx%2FGreatPicture%2Fdownload.html

Progression idea

The pupils took digital pictures of each other in several poses and attitudes, for example standing, sitting, showing fear, arrogance, bravery etc. They chose which two they wished to keep and use in a picture showing relationships. These were downloaded to the computer.

The pupils then used an image-editing program to create a suitable background, clothing and other props that would suggest characters in a pictorial story. The finished pictures were saved and displayed for discussion in the plenary session.

Taking risks and demonstrating creativity

Key Stage 1 – Clowning around

These Year 1 children had been painting self-portraits, and at the end of the lesson their teacher took digital pictures of them and downloaded them to computer.



As an introduction to the next lesson, the teacher displayed pictures of clowns on the interactive whiteboard. The pupils discussed the similarities and differences in expressions and make-up, sorting them into those with happy faces and those with sad faces.

The teacher modelled the task of transforming the children's digital pictures into clowns' faces by exaggerating different features, for example giving them large red noses, or big mouths. The pupils were encouraged not to change more than three facial features and then to think about line and shape to add hair or a hat.

Each pupil was asked to think of a clown's name and to add it to their pictures which were then saved, printed out and displayed.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Exploring and Developing ideas 1a

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3a

QCA Scheme of work Art and Design Unit 1 Self portrait

<http://www.standards.dfes.gov.uk/schemes2/art/art1a/?view=get>

You can find lesson plans for similar activities from [NAACE](http://archive.naace.co.uk/direct2u/indexbysubject.html)

<http://archive.naace.co.uk/direct2u/indexbysubject.html> (scroll down to Art, Year 1 Weeks 36 and 49).

There is an online activity for creating clown faces on the [Ringling](http://www.ringling.com/activity/clownfun/createaclown.aspx) site.

<http://www.ringling.com/activity/clownfun/createaclown.aspx>

Progression idea

In this example, the pupils use digital pictures of themselves to make 'Where the wild things are' masks based upon the ideas of Guiseppe Arcimboldo which the pupils had previously studied using information from the internet. You can find it on [LGfL](http://samples.lgfl.org.uk/primary/main.html) <http://samples.lgfl.org.uk/primary/main.html> (select Years 1-6 Examples search, then Art Year 1 Painted faces).



Key Stage 2 – Only dreaming

A Year 4 class used digital cameras to photograph different parts of the locality. They manipulated them using image-editing software to give them an ethereal dream-like quality. Some achieved this by blurring some parts of the images, others by adding real or imaginary character objects to the scene.

When the pictures were printed out, the pupils combined them to show an imaginary panoramic view.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 1b, 1c

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3b

Knowledge and understanding 4a, 4b

QCA Scheme of work Art and Design Unit 4a Viewpoints

<http://www.standards.dfes.gov.uk/schemes2/art/art4a/?view=get>

A lesson plan of a similar lesson can be found on the [NAACE](http://archive.naace.co.uk/direct2u/indexbysubject.html) site

<http://archive.naace.co.uk/direct2u/indexbysubject.html> (scroll down to Art, Year 4

Week 36). You can also see examples on this topic on [NC in Action](http://www.ncinaction.org.uk/search/index.htm)

<http://www.ncinaction.org.uk/search/index.htm> Art and Design Key Stage 2 Using ICT
Fantasy worlds.

Progression idea

The pupils worked in groups to create a storyboard that used their panorama as a background. Using Plasticine they made models of characters from their dream. They made small changes to their characters to suggest movement and used a digital still camera to take photos at each stage. Later they used software to make an animation and added sound effects and a dialogue to their film.

The activity is described on the TRE.

<http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbHZpZXc%3D&resourceId=11345>

You can see a video snippet of a similar lesson on Teachers' TV.

<http://www.teachers.tv/video/2743>

Developing confidence and working independently

Key Stage 1 – Flower mosaics

Pupils in a Year 2 class each used a flatbed scanner to capture the image of a flower they had selected.

Next they manipulated their pictures, experimenting with colour and contrast, using image-editing software.

They printed them out and used a range of techniques to create leaves and stems. Some of the children used shaped and folded paper, others used raffia or fabric pieces or pasta shapes. They combined these with their scanned images to make a finished picture.



Programme of study: Art & design

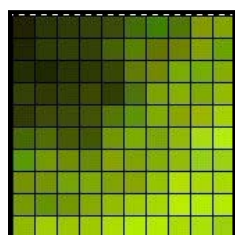
<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Exploring and Developing ideas 1a,1b

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3a

Knowledge and understanding 4a



Progression idea

The teacher created heavily pixellated images of one flower head and printed out several copies. The pupils used these to create a large class mosaic of a flower by carefully choosing where to place the different shades of colour.

You can find a case study of this activity on NC in Action

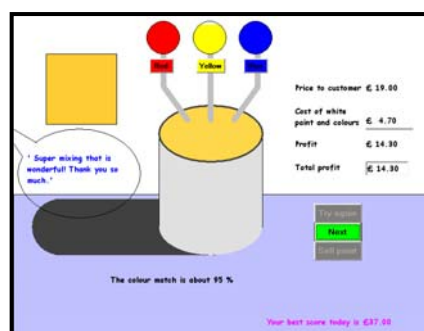
<http://www.ncaction.org.uk/search/index.htm> (select Art and design Key Stage 1, example 02 Colourful flowers and mosaics).

Key Stage 2 – 40 shades of green

A Year 5 teacher wanted to encourage her pupils to use more shades of colour in their art work. She took photographs which had many shades of green and downloaded them to the computer.

Her pupils used the eye dropper tool in the painting program to isolate different shades of green within the picture.

In a separate document they flood filled small rectangles and noted the red/blue/green values against each. They printed out the second document to use for future reference.



Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 1c
Knowledge and understanding 4a

Progression idea

The pupils used a paint mix application where they had to carefully select how much red, yellow or blue paint they would need to add to recreate a desired colour of paint. This helped them to further develop their visual discrimination skills and understanding of how colours are made.

You can find the paint mix program on the [BGfL](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/canterbury_cross/index.htm) site.

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/canterbury_cross/index.htm

Presenting work in a variety of ways

Key Stage 1 – Our own art gallery

Year 2 pupils had created still-life pictures using a range of readily available materials. They each used a digital camera to take photographs of their work and a word processor and prepared word bank to help them write captions and descriptions of what they had created.

With the help of an adult, their pictures and writing were imported into a multimedia presentation program template. A slideshow of the work was then played at parents' evening.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

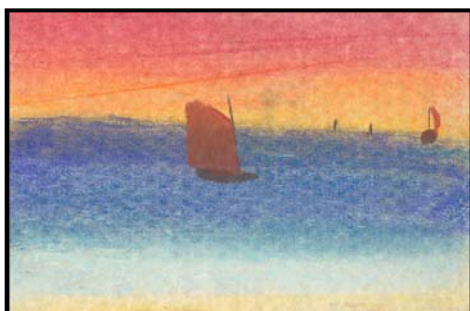
Exploring and Developing ideas 1a, 1b
Investigating and making art, craft and design 2a, 2c
Evaluating and developing work 3a
Knowledge and understanding 4a

QCA Scheme of work Art and Design Unit 2b Mother Nature designer

<http://www.standards.dfes.gov.uk/schemes2/art/art2b/?view=get>

Progression idea

Some pupils used a sound recorder to add spoken text to their presentation so that it could be accessed by younger children.



Key Stage 2 – Our online gallery

All pupils at one school took part in the National Gallery's 'Take One Picture' countryside scheme for primary schools. Each year the Gallery focuses on one painting from its collection to inspire cross-curricular work in primary classrooms.

Each class used the picture in a different cross-curricular way and interpreted it using a range of media.

Some used traditional media, like pastels, others decided to use clay to model the characters in a 3D realisation of the scene. At the end of the unit of study the pupils' work was displayed in an online gallery showcasing their achievements.



Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 1a, 1b

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3a

Knowledge and understanding 4a, 4b, 4c

You can find out more about the 'Take One picture' scheme.

<http://www.takeonepicture.org/> and see one school's efforts at interpreting the picture on the [Jessie Youngusband School](http://www.jessieyoungusband.w-sussex.sch.uk/curriculum/y2/weeklifey2/takeonepicture.htm) site <http://www.jessieyoungusband.w-sussex.sch.uk/curriculum/y2/weeklifey2/takeonepicture.htm>

Improving efficiency

Key Stage 1 – Reviewing and changing work

Pupils in a Year 2 class were told they were going to use a painting program to create artwork in the style of some of the modern artists. The teacher selected a number of pictures to show them where the artists had used a range of tools, for example *Composition in Blue and Yellow* by Mondrian, *Blue Extend or Another Time*, by Kenneth Noland, *Homage to a square* by Joseph Albers, or *Counter Composition 13* by Theo van Doesberg. These pictures were selected as the style of most of them was simple enough for pupils to imitate.

Without telling the children the name of the paintings or how they had been created, the teacher encouraged them to talk about the key features used by each artist and their similarities and differences.

Next the teacher showed the children how to use the geometric tools, the straight line tool and flood fill tools to create similar images using the painting program. They were also shown how to change the thickness of the brush. The children each selected the paintings they wanted to model their work on and set about imitating the work.



Extension idea

A group of more able children were told that many artists painted different versions of the same image, just amending the title slightly by changing a colour or number. The teacher reminded them about warm and cool colours.

They were then asked to create two similar pictures, but using different colour combinations, warm, cool, contrasting, etc., that would demonstrate different moods.

They were told to think of a suitable name for their picture and then save different versions of them, by using the "Save as..." function and giving each version a different name.



They were also shown how to use the undo tool so that they could review and modify their work easily.

To download a lesson plan of this activity see the NAACE site <http://archive.naace.co.uk/direct2u/indexbysubject.html> (scroll down to Art, Year 2 Week 10).

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Exploring and Developing ideas 1b

Investigating and making art, craft and design 2a, 2b, 2c

Evaluating and developing work 3a, 3b

Knowledge and understanding 4a, 4c

Key Stage 2 – Investigating pattern



A Year 3 class had been looking at traditional patterns from different cultures. They had learnt how patterns often had traditional meanings within different societies and that they were handed down from generation to generation.

A range of pattern designs were projected on to the interactive whiteboard and the children discussed how the patterns were made. They recognised that many patterns were made simply by using different coloured threads in the weaving but others were more complex

and involved repeating designs.

The teacher showed the children how to use an online graphics program to create a simple pattern of different shapes to represent blocks of fabric. Their finished designs were printed and copied and pasted to make a repeating pattern representing the cloth.

Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-2--POS.html>

Exploring and developing ideas 2b, 2c

Investigating and making art, craft and design 2a, 2c

Evaluating and developing work 3a

Knowledge and understanding 4a, 4b, 4c

A lesson plan for a similar activity is available on the NAACE site

<http://archive.naace.co.uk/direct2u/indexbysubject.html> (scroll down to Art, Year 3 Week 10) and a video of a similar lesson on LGfL

<http://samples.lgfl.org.uk/primary/main.html> (select Years 1-6 Example searches, then Year 3, Art and design, Investigating pattern).

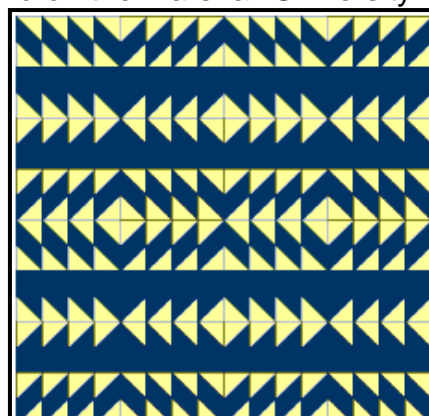
Illustrations of traditionally patterned cloth can be found on the Marshall University site. http://www.marshall.edu/akanart/kentecloth_samples.html

The online program used in this activity can be found on Arcytech.

http://arcytech.org/java/patterns/patterns_j.shtml

Progression idea

The pupils looked at other traditional patterns including patchwork.



They experimented with the Quilt Maker game at The Long Island Children's Museum website, editing the pattern and changing colours until they were happy with their results.

They took screenshots of their patterns and used a painting program to import them and crop them, before copying and pasting them to create a full-page design. Some pupils combined more than one pattern.

The program can be found on the Long Island Children's Museum site.
http://www.licm.org/for_kids.php

Enhancing interactive teaching and learning styles

Key Stage 1 – What does this building say to me?



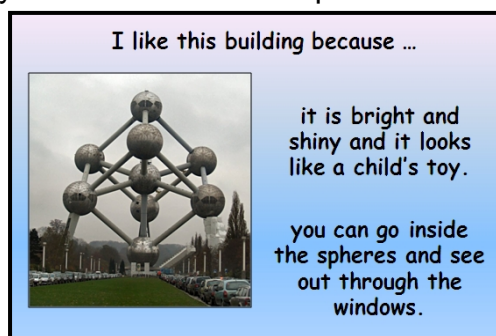
A Year 1 teacher made a collection of photographs of buildings which she displayed on an interactive whiteboard. She used a range of tools to focus her pupils' attention on different features of the building. For example, on some illustrations she used the 'blind' tool to reveal the building a part at a time. On others she used the 'spotlight tool' and moved it around various features of

the buildings.

She encouraged her pupils to talk about the different features of the buildings – which ones were practical and which were simply ornamental – and in particular to talk about what they liked and disliked about each of them.

As the children gave their opinions she annotated the pictures with their ideas, before capturing the images and saving them. Next the children worked in small groups with an adult to make a digital presentation using a prepared template on their favourite buildings.

They chose a building they liked and wrote a few sentences about why they liked it.



Programme of study: Art & design

<http://www.nc.uk.net/nc/contents/AD-1--POS.html>

Exploring and Developing ideas 1a, 1b

Investigating and making art, craft and design 2a, 2b, 2c

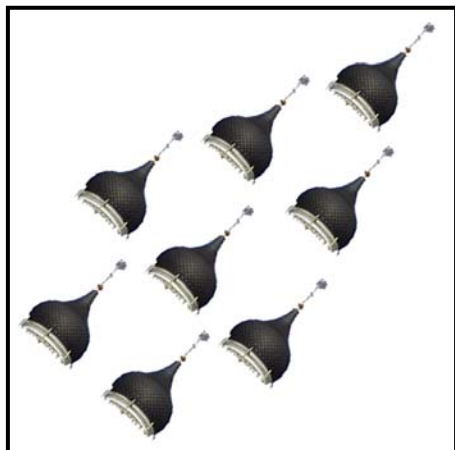
Evaluating and developing work 3a

Knowledge and understanding 4a

QCA Scheme of work Art and Design Unit 2c Can buildings speak?

<http://www.standards.dfes.gov.uk/schemes2/art/art2c/?view=get>

Progression idea



The children worked in pairs, initially with adult help, using image-editing software to select parts of the buildings that they found interesting.

The pupils suggested ways in which the selections could be manipulated, for example by rotating or enlarging them.

Multiple copies of each selection were made and printed. Some pupils cut them out and used them to make a paper collage, others used cut, paste and copy to make an electronic photo collage.

You can see a video of a similar lesson on the LGfL site

<http://samples.lgfl.org.uk/primary/main.html> (select Years 1 – 6 Examples search, Year 2 Art and design, Can buildings speak?).