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| **Digital photography** | | |
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| Create your own digital art | | |
| **Subject(s):** Art & Design, Computing  **Approx. time:** 70 – 120 minutes |  | **Key words / Topics:**   * Digital art * Digital photography * Creative media * Artists * Photography * Computer |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
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| **Suggested learning outcomes** |  |  |
| * To recognise how we use technology to help us create art * To be able to use a digital camera * To apply skills and identify tools to create digital artwork * To identify and recognise famous digital artists/ photographers | | |
| **Introduction** |  |  |
| This is one of a set of resources designed to allow learners to develop their knowledge and skills in Computing and Art and Design. This resource has been developed with assistance from Archives of IT and focusses on the creation of digital art. The main activity involves learners using digital cameras to capture images, then editing the images in the style of two digital artists, Sean Charmatz and Stephen McMennamy. | | |
| **Purpose of this activity**  In this activity learners will develop an understanding of some terms used in graphics and art, how to capture digital pictures, and how to edit digital images.  This activity could be used as a main lesson activity, to introduce the concept of digital art and increase understanding of the creative approaches of different artists. Alternatively it could be used to introduce or reinforce how to use a digital camera and image processing software. | | |
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| **Activity** |  | | **Teacher notes** | |
| **Introduction (5-10 minutes)**  Teacher to explain that learners are going to use cameras and software to create digital art.  Teacher to then explain the history of technology in art and show the timeline on slide 5 of the presentation.  **What is wrong with this photo? (5-10 minutes)**  Discuss the images from the presentation and see if children can determine what is wrong with each image and how they could be improved.  **Landscape or portrait? (5-10 minutes)**  Learners to determine whether each of the images in the presentation are landscape or portrait.  **Let’s practice (10-20 minutes)**  Learners to use digital cameras to capture the images required on slide 24 of the presentation. Ask selected learners to share what they have taken, explaining why they chose landscape or portrait and why.  **Famous artists - Sean Charmatz (20-30 minutes)**  Teacher to present the digital art of Sean Charmatz, using the links and video provided on slide 26 of the presentation.  Learners to create their own digital art in the style of Sean Charmatz:  **Step 1**: Take the photo of your everyday item or items.  **Step 2**: Import your photo to PowerPoint or Print it out.  **Step 3**: Add in the features: arms, legs, face etc.  **Famous artists - Stephen McMennamy (20-30 minutes)**  Teacher to present the digital art of Stephen McMennamy, using the links and video provided on slide 31 of the presentation.  Learners to create their own digital art in the style of Stephen McMennamy:  **Step 1**: Learners take a photo of their partner.  **Step 2**: Take a photo of an item from around the grounds or in the classroom to use as some crazy hair or a beard.  **Step 3**: Merge the two photos together, making sure the images fit together.  **Plenary (5-10 minutes)**  Learners to present their work to their peers. Teacher to overview how this activity relates to potential careers, using slides 36 and 37 of the presentation. |  | | This activity could be carried out in pairs or small groups, depending upon the resources available.  As learners may be taking digital images of their peers, it is essential that the school has all required permissions from parents and guardians in place and is fully compliant with GDPR regulations.  **Introduction**  The timeline could just be explained, or learners could be asked to suggest what will happen in the future.  **What is wrong with this photo?**  Highlighted considerations should include the importance of correctly lining up their shot, making sure lighting is good and making sure the subject is well-positioned in the frame.  **Landscape or portrait?**  This could be carried out as a class voting-style activity. Learners could consider whether portrait and landscape is the most appropriate for different types of subject matter in pictures.  **Let’s practice**  The teacher could demonstrate how to use a digital camera, if necessary. Learners may need to be reminded of the considerations: landscape or portrait? Position, lighting, click!  **Famous artists - Sean Charmatz / Stephen McMennamy**  If time is limited, learners couldfocus on one artist only.  Learners could be asked what they like/dislike about the work, what it makes them think of and how it makes them feel.  The teacher may need to demonstrate how to use the image manipulation software if necessary.  If appropriate consents are in place in school for the display of images on an external website, in particular taking into account GDPR regulations if these include learners, the school could share the produced artwork with the Archives of IT by emailing it to [education@archivesit.org.uk](mailto:education@archivesit.org.uk). Images sent in this way may be shared by Archives of on their website or via social media. | |
| **Differentiation** |  | |  | |
| **Basic** |  | | **Extension** | |
| * Teacher to provide some pre-designed images or artworks within the software for children to edit. |  | | * Recreate some other famous artists’ work (see the link in the additional websiteshttps://theartofeducation.edu/2019/02/20/10-digital-artists-you-should-know/). * Use the different tools within the image manipulation software to see if different effects can be created. | |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt | |
| * Digital cameras (or tablets with integrated cameras) * Computers / laptops / tablets * Image manipulation software, such as Paint or Paintz. |  | | icon-ppt Presentation – Digital photography | |
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| **Additional websites** |  | |  | |
| * Archives of IT <https://archivesit.org.uk/> * Images of the history of the camera, including the camera obscura: https://en.wikipedia.org/wiki/History\_of\_the\_camera * Production drawing from first Disney animated movie: https://comics.ha.com/itm/animation-art/production-drawing/snow-white-and-the-seven-dwarfs-good-friends-all-painting-original-art-walt-disney-new-york-graphics-society-1947/a/7196-96048.s * National Gallery online images: https://artuk.org * Images of the apple pencil can be found at <https://www.apple.com> * Examples of work by Sean Charmatz: <http://lodownmagazine.com/features/sean-charmatz> and <https://www.youtube.com/watch?v=dOFUYR2iX4c&t=86s> * Examples of work by Stephen McMennamy: <http://visualfodder.net/redit-to-the-edit-artist-profile-stephen-mcmenammy-aka-combophoto/> * Examples of digital art created by a variety of artists: <https://theartofeducation.edu/2019/02/20/10-digital-artists-you-should-know/> * Online software for image manipulation: <https://paintz.app/> (alternatives are available) | | | | |
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| **Related activities (to build a full lesson)** |  | |  | |
| **Starters** (Options)   * Identify how various pieces of artwork were created, using slides 2 and 3 in the presentation. | | **Plenary** (Options)   * Learners to present their work to the rest of the class identifying the good features and areas for improvement.. * Watch the videos from professional digital artists (<https://archivesit.org.uk/>, slide 37 of the presentation) and discuss the jobs they could do in this sector. | | |
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| **The Engineering Context** | | | | |
| Engineers use digital cameras to show and communicate work in progress and areas of concern. They may also be linked to automated systems, so computers can look at products and decide if they are of suitable quality. | | | | |
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| **Curriculum links** | | | | |
| **England: National Curriculum**  KS1 Art & Design   * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * learn about the work of a range of artists … and making links to their own work.   KS1 Computing   * use technology purposefully to create digital content. * use technology safely and respectfully | | | | **Northern Ireland Curriculum**  KS2 Art and design   * Look at and talk about the work of artists … * Use a range of media, materials, tools and processes … to realise personal ideas and Intentions |
| **Scotland: Curriculum for Excellence**  Art and design   * EXA 2-02a: opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.   Technologies  Digital Literacy   * TCH 2-01a: extend and enhance knowledge of digital technologies … and organise these in an appropriate way.   Craft, Design, Engineering and Graphics   * TCH 2-11a: use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products. | | | | **Wales: National Curriculum**  Expressive arts   * Exploring the expressive arts … * Creating combining skills and knowledge, drawing on the senses, inspiration and imagination * Cross-curricular skills: digital competence |
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| **Assessment opportunities** | | | | |
| * Formal teacher summative assessment of digital images produced by learners. * Informal formative assessment of practical activities by the teacher. * Peer feedback on produced images. | | | | |