

Looks Like This (Graphics: Painting/Drawing)**ICT.4****TIME**

90 minutes

OVERVIEW

Students use a graphics program (such as painting or drawing software) to create and print title/cover pages for their group's Toolbox Binder (see ICT.1: Toolbox Binder). Throughout the school year, students continue to create images and graphics to illustrate their work, as well as creating electronic illustrations they can insert in multimedia presentations and on web pages.

LEARNING OUTCOMES

Through this learning experience (LE), students will achieve specific learning outcomes (SLOs) in various subject areas. Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified.

English Language Arts

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which SLOs students may achieve, in addition to those identified below:

- 2.3.5 *Create Original Texts*—Create original texts [such as murals, scripts for short plays, descriptive stories, charts, poems . . .] to communicate and demonstrate understanding of forms and techniques.
- 4.2.3 *Enhance Legibility*—Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.
- 4.2.5 *Enhance Presentation*—Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams . . .] that engage the audience.

ICT LITERACY SKILLS AND COMPETENCIES

Consider the intent of this LE and your choice of instructional and assessment strategies to determine which skills and competencies students may achieve, in addition to those identified below:

- basic operating skills
- educational software
- graphics creation

SUGGESTED LEARNING RESOURCES**Software**

- graphics
- painting or drawing

Internet

- IMYM Links Database. <www.edu.gov.mb.ca/k12/tech/imym/resources/links.html>.

Print

- Appendix C: Index of Teaching, Learning, and Assessment Strategies

BLMs

- BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills
- BLM ICT.4#1: Title/Cover Page Checklist
- BLM OLE.5#2: Share the Learning Journal
- BLM OLE.8#2: What Have I Learned?

TBLM

- TBLM ICT.2#1: Skill Know-How Checklist
- TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources

Materials

- variety of informational texts
- plastic sleeves for cover pages

SUGGESTIONS FOR INSTRUCTION

- **Note:**
 - Conduct ICT.4: Looks Like This concurrently with ICT.1: Toolbox Binder.
 - Students should use a graphics program (such as painting or drawing software) to create their own graphics, or confine themselves to using clip art that is part of their graphics program already installed on their computers. However, if students choose to use clip art from the Internet, they should use only websites that give explicit permission to copy images. Review with students TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources.

Preparation and Set-up

- Become familiar with the functions of the graphics program installed on the class computers.
- On the class computers, set up Bookmarks or Favourites of websites that give explicit permission to copy images, or place them as links on the class or school website.
- Create a sample illustration to use in demonstrating the graphics program.
- Review the database of students' ICT skills, as expressed on BLM ICT.1#2: Survey of Information and Communication Technology (ICT) Skills, to identify possible student helpers for ICT.4: Looks Like This.
- Customize TBLM ICT.2#1: Skill Know-How Checklist for this ICT to make ongoing observations of students' skills.
- For a few days, set up the class computers as Graphics Learning Centres, where students can practise the skills they will acquire in this LE.

Activating Strategies

- In collaborative groups, students examine the covers of informational texts assembled for this interdisciplinary unit or other books used in a current unit of study. Students note
 - the proportion between size of print and size of illustration
 - the relationship between the illustration and the title (i.e., the illustration should be representative of the content)
 - the type of information provided on the title page or cover (i.e., title of book, name of author, illustration, publisher, year of publication)
- Using a computer and a projection system, demonstrate some of the features of the graphics program (such as painting or drawing software), pointing out similarities with other software with which students are familiar (e.g., selecting, formatting, cutting and pasting).

Acquiring Strategies

- In collaborative groups, students review the features of the graphics program previously introduced and practise using them by taking turns at the Graphics Learning Centres.
- As students discover how to use other features of the graphics program, invite them to use the class computer and projection system to share their learning with the class (see OLE.5: Share the Learning). Students can then practise at their learning centres.

Applying Strategies

- Using the ideas for title/cover pages they jotted down in ICT.1: Toolbox Binder, each collaborative group of students creates a computer-generated version of their design. The title/cover page should include
 - the title or name of a given section of the Toolbox Binder
 - the names of the collaborative group members
 - the date on which the section is created
 - a clip art image representative of the section (see TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources)
 - an original image made by the group in charge of the section using the graphics software

The reporting student uses BLM ICT.4#1: Title/Cover Page Checklist to ensure all required elements are present on the title/cover page, and hands it to the teacher. That title/cover page is printed and inserted in the Toolbox Binder.

- Students insert their cover pages in clear plastic sleeves. They post the pages around the classroom and go on a Gallery Walk.
- In a class discussion, students ask questions related to the text and graphics used for each title/cover page, such as how a certain effect was achieved. The group members in charge of the ICT.4: Looks Like This section of the Toolbox Binder take notes about the graphics software to include in the binder.

Variations/Extensions

- Students discuss the ongoing use of graphics to enhance multimedia presentations and web pages. They consider the benefits of self-generated images versus clip art images (e.g., artistic value, one-of-a-kind value, copyright permission—see TBLM ICT.8#2: Acceptable Use of Copyrighted Electronic Resources).
- Groups of students work collaboratively to create a group logo and motto.
- Students each design a bookmark, relating to a selected theme, which includes an appropriate illustration and a quote they found on the Internet (e.g., “Accident is the name of the greatest of all inventors” by Mark Twain). (See ICT.8: Look for It: Learning to Search the Internet.)
- Students create journal entries using BLM OLE.5#2: Share the Learning Journal as they make learning discoveries. They use their journals to prepare for sharing sessions and bring home the journals each week.

SUGGESTIONS FOR ASSESSMENT

- Look for students’ creative use of the painting or drawing tools, appropriate page set-up, presence of all required elements, scale and colour, and degree of imagination shown in the contents selection. Check each group’s BLM ICT.4#1: Title/Cover Page Checklist and provide written comments in the appropriate space.
- Students reflect on their learning related to this ICT as they update BLM OLE.8#2: What Have I Learned? during reflection time (see OLE.8: Reflection Journal). They list newly acquired skills.

- Use TBLM ICT.2#1: Skill Know-How Checklist for this ICT to record ongoing observations of students' skills.

CONNECTION TO COMMUNITY AND DIVERSITY

- Students create invitations, posters, logos, advertisements, pamphlets, and more throughout this interdisciplinary unit.

BLM ICT.4#1: Title/Cover Page Checklist

Names of Group Members _____

Section of Toolbox Binder _____ Date _____

Check whether all the elements listed below are present.

Title/Cover Page for Section of Toolbox Binder	Student ✓	Teacher ✓
Contents of the Title/Cover Page		
• title (name of the section of the Toolbox Binder)		
• names of group members		
• date created		
• clip art image representative of the section		
• original image made by team members in charge of the section (using graphics software)		
Required Elements		
• scale		
• colour		
• use of painting or drawing tools		
• page set-up		
Student Comments		
Teacher Comments		

