

Demonstrate to the class, or a large group, how to obtain various shades of one colour using the computer's colour mix facility. Tell them that you want them to produce their own pictures or patterns using shades of a single colour. They may like to use ideas from the previous activities, 'taking a pencil for a walk' (see page 38) or using the shape tool to produce areas to fill with colour (see page 39). Allow the children access to the computer in pairs, preferably with each pair choosing a different colour to use so that there is variety in the results. Once the children are happy with their results, they can make a colour printout.

Suggestion(s) for extension

Challenge the children by changing the rules, for example by asking them to produce a pattern or picture using only two shades. They could create a new picture or work based on their original one, using fewer shades to provide an interesting comparison.

Suggestion(s) for support

Ask less confident children to start by producing a pattern or picture with an unlimited palette. Having set out their design using the full range of colours, they then replace as many colours as they can with shades of their chosen colour, gradually reducing the number of shades used.

Assessment opportunities

This activity will enable you to assess how well the children use the facilities available in graphics software to generate and communicate images. Focus particularly on their skill in using a variety of shades of one colour to produce their picture. There are also opportunities to make assessments in art.

Display ideas

Carefully mount the children's pictures to create a bold, colourful display. Increase the impact of the pictures by clustering together those with similar colours. You could create a seasonal arrangement with browns for autumn, whites/greys or blues for winter, light green/pinks for spring and dark green/yellows for summer. Sunset shades could form another category.

DESIGN A TAG

To use the paint spray tool within a graphics program.

†† Individual or pairs.

⌚ 20 minutes at the computer; 10 minutes discussion time.

Previous skills/knowledge needed

An understanding of how to access the paint spray tool within a graphics program and how to adjust the density of spray.

Key background information

The urban subculture of 'tagging' – producing graffiti that forms the signature of the perpetrator – is generally considered highly undesirable. However, it has spawned an artistic style of its own that is unusual in its effects. The aim of this activity is for the children to use the paint spray tool to create their initials or name in this style, experimenting with control over the size and density of spray and colour change. An art lesson where your children are asked to design their own tag may appear questionable



Communicating information

initially, but it could be used positively to discuss the care of our environment and why we should treat property with respect.

Preferably, the children should see some examples of this art if they have not already done so. If you prefer, you can use examples of 'bubble' or hollow lettering. Photocopiable page 134 provides some examples of decorative letter styles that the children could use to write their names using the paint spray tool.

Vocabulary

Paint spray tool, spray density, spray area.

Preparation

Make a copy of photocopiable page 134 for each child.

Resources needed

A computer, graphics software with a paint spray option and preferably the facility to change the density and size of spray, samples of 'tag' style lettering or bubble or hollow lettering – photocopiable page 134 provides some examples, a colour printer, paper.

What to do

Start by showing the children the examples of 'tag' style lettering on photocopiable page 134 and any other examples you can find. Then demonstrate on the computer how to draw hollow letters using a single spray colour. Fill in the letters with a variety of spray colours, perhaps creating a 3D effect using shadowing if appropriate within the graphics package. A background such as a wall or door may be added later using other graphics facilities. Ensure that the children

keep to large lettering, this will offer them greater control over the process.

Now explain that the children will have the opportunity to write their initials on the computer using the paint spray tool. First, however, they need to practise their favourite type of lettering by drawing it on photocopiable page 134. Once they have completed some initial designs, let them work in pairs on the computer, using their hand-drawn designs to aid their onscreen work. As each pair finishes, post up their 'tags' for display to minimise repetition and help motivate the next IT users.

Suggestion(s) for extension

More confident children could attempt to produce additional lettering, perhaps writing their full name or designing a title that is set within a coloured frame for a classroom display of the children's work from this activity. The process of using this technique for a particular purpose should extend their IT skills.

Suggestion(s) for support

Children who are less confident may like to experiment freely with the paint spray tool for some time before attempting to paint their initials.

Assessment opportunities

This activity will enable you to assess how well the children use IT to convey ideas through graphics, experimenting with a particular style of graphic art. Look to see with what degree of confidence the children choose and use the graphic tools. How do they handle errors? How much help do they need or are they happy to experiment and work

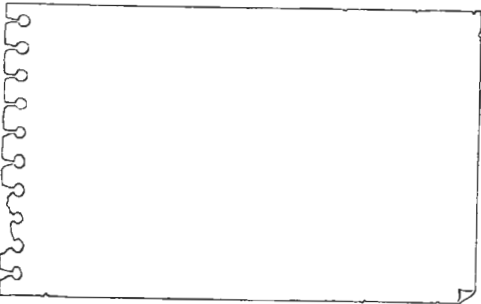


Name tags

Name _____ Date _____

Below are some examples of letters written in 'tag' and other decorative styles.

▲ Choose the style you would like to write your initials in and practise this in the space provided.



autonomously? Opportunities are also available to make assessments regarding art in their accuracy and attention to detail, and also in their identification of ways of improving their work.

Display ideas

Create a street scene, painting brick walls and doors, as a backdrop against which to display the children's work.

Reference to photocopiable sheet

Photocopiable page 134 provides some examples of 'tag' style and other decorative lettering for the children to base their designs on. The children choose their favourite style in which to practise drawing their initials.

Name tags

Name _____

Date _____

Below are some examples of letters written in 'tag' and other decorative styles.

▲ Choose the style you would like to write your initials in and practise this in the space provided.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Jack **CHARINDER** *LUCY*

GEMMA *PETER* *Rajit*