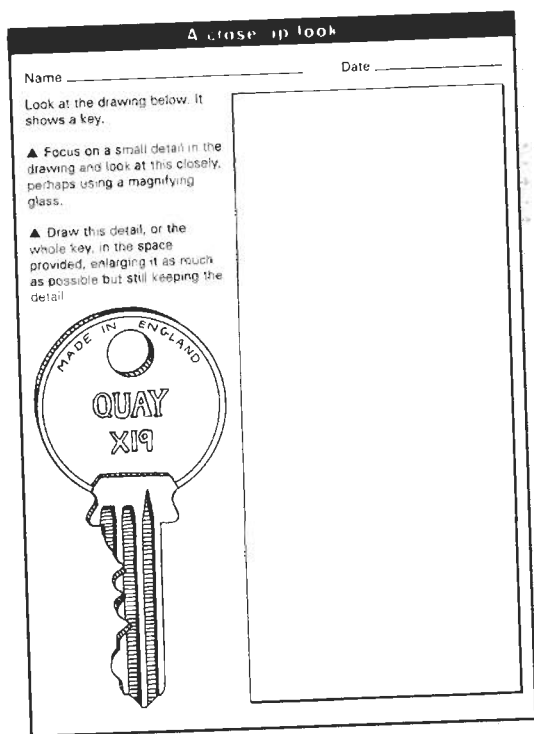


Communicating information



Suggestion(s) for extension

Confident children may like to use the graphics cutting tool to cut out their wrapper, shrink it and paste the reduced image in a tile formation.

Suggestion(s) for support

Less confident children should choose a straightforward detail to copy from their sweet wrapper, with a minimum of lettering. Roughing out an approximate shape onto a piece of paper will help to guide their positioning of lines on the screen.

Assessment opportunities

This activity will enable you to make assessments in IT as to how well your children are using graphics software to reproduce a design in detail. There are also opportunities to make assessments in art.

Display ideas

Placing the children's work alongside the original sweet wrappers will create an attractive display. It could be called something like 'Sweet wrappers – from small to large!'

Reference to photocopiable sheet

Photocopiable page 137 provides a picture of a key which the children must draw enlarged versions of, keeping as much detail as possible. They can choose their own scale, either reproducing a small detail from the object or the entire picture.

FASHION SHOW

To use the existing patterns available or to create patterns from the colour palette within a graphics program.

†† Pairs.

⌚ 20 minutes at the computer; 15 minutes discussion/demonstration.

Previous skills/knowledge needed

Children should know how to access the existing range of patterned fills available from the colour palette and to be aware that new patterns can be made and stored.





Key background information

IT is used widely in the design world when considering new ventures or products. The ability to model something on the computer screen before actually producing it allows changes to be made before finances are committed. In fabric design, computers allow different patterns and colour combinations to be tested out before production starts.

This activity allows the children to use IT to experiment with a variety of patterns and colours using fashion design as a context. It will help them to appreciate the importance of IT in the outside world and to appreciate that, though computers can generate any number of design possibilities, in real life perhaps only one of these may go forward for manufacturing.

Vocabulary

Flood fill, pattern fill, model, colour combination.

Preparation

Before this activity, you will need to use graphics software to produce a simple outline on screen of a boy and a girl wearing a jumper, shirt, shorts, trousers, skirt, socks and so on. Make sure that the clothes areas are bounded by unbroken lines, so that when the children use the flood fill tool to colour an area the colour does not leak out. Save the images for later retrieval by the children, keeping a copy of the file on a floppy disk in case it is accidentally deleted on the computer.

Collect pictures of patterned clothes from magazines and a selection of small fabric samples in different colours and patterns, including some that complement each other and some that clash when placed side by side. Make one copy of photocopiable page 138 for each child.

Resources needed

A computer, graphics software with existing colour patterns available from the palette, a colour printer, paper, fashion magazine pictures, small samples of fabric in different colours, photocopiable page 138.

What to do

Introduce the idea of colour matching to the children by looking at the fabric samples and some magazine pictures of clothes. Which colours or patterns do the children think go well together? Which ones clash? Which are their favourite colours and patterns? Explain that in the fashion world, computers are widely used to help with the design of patterns and shapes for clothes before they are manufactured.

Next, provide a demonstration for the whole class or a large group, showing how the computer can produce a wide variety of colours and patterns easily. Take an existing colour or pattern from the colour palette within your graphics program or mix your own, depending on the type of software you are using. Then use the flood fill tool to transfer the colour or pattern to the clothes on the boy/girl outlines you have already prepared.

Hand out copies of photocopiable page 138 to the children, asking them to complete the task as a preparation for their work at the computer. Using the photocopiable sheet will enable the children to appreciate the ease with which these functions can be completed using IT.

Working in pairs, let the children use the computer to fill in the outlines themselves, using either existing colours or patterns or ones that they have created. They may then like to print out a number of different colour/pattern combinations and use them for their project work.

Focus on colour

Name _____ Date _____

▲ Answer the questions below. Where have you seen these patterns before?

What colours go together?

What colours clash?

What is your favourite colour?

What kind of patterns do you like?

Can you draw one of your favourite patterns?

Suggestion(s) for extension

Children could use the computer to create outlines for themselves of different items such as curtains/wallpaper, armchair/wallpaper and tie/shirt and so on and create pattern or colour matches for them.

Suggestion(s) for support

Less confident children could carry out this activity using colours only to fill in the outlines on screen, since these are more obviously different than patterns.

Assessment opportunities

This activity will enable you to assess how effectively the children can use appropriate graphics tools in IT to convey their ideas in the form of matching colours or patterns. Look to see with what degree of confidence the children choose or make up their own patterns and build up the completed images.

Display ideas

The children's completed clothes' designs could be used alongside fashion photographs from magazines to create a display titled 'IT in the world of fashion design'. Make photocopied enlargements of the children's 'designs' to give the display greater impact. The display could be used as part of a project on clothing, colours or patterns if appropriate.

Reference to photocopiable sheet

Photocopiable page 138 encourages the children to think about matching and combining colours and patterns effectively.

Focus on colour

Name _____

Date _____

▲ Answer the questions below.

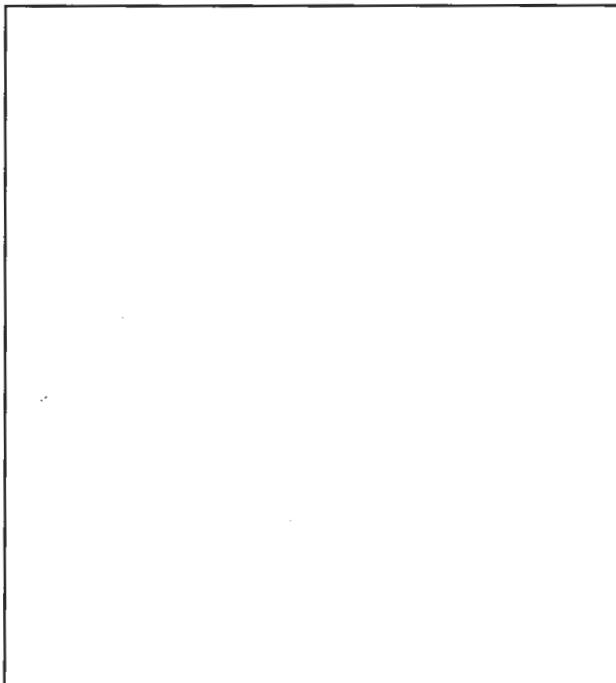
What colours go together?

What colours clash?

What is your favourite colour?

What kind of patterns do you like?

Can you draw one of your favourite patterns?



Where have you seen these patterns before?

▲ Draw yourself wearing your favourite clothes.

