

Art & 'App-itudes': Using the iPad for 21st Century Teaching & Learning in the Creative Classroom

A presentation for educators interested in technology integration and 21st Century skills in the creative and hands on classroom - Years 4-12

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Presentation Style: Interactive lecture with keynote presentation and a showcase of apps, teaching and learning examples and student work samples.

Theme: 21st Century technologies to meet the aims of Lutheran schooling

Cathy Hunt Biography: Cathy is an experienced Visual Art teacher using a 1:1 iPad classroom at Trinity Lutheran College in Year 6-12. With a passion for using art as a vehicle for engaging with the creative process, improving visual literacy and divergent thinking skills, Cathy is keen to share her knowledge with her colleagues. Her innovative teaching was recognised by Apple in 2012 as she was named an *Apple Distinguished Educator*. In the last year, Cathy has presented dynamic workshops at the State Library, ERA5 and collaborated with other educators and ADEs in seminars on practical instructional design and transformational learning. Cathy is an educational blogger and the curator of ipadartroom.com, a huge collection of resources for modern art education.

ABSTRACT:

Art & 'App-itudes': Using the iPad for 21st Century Teaching & Learning in the Creative Classroom

" **Why should you**, and how **do** you, mix new technology and iPad power with the 'hands on' tasks of a creative classroom? Well, step into my iPad Art Room and see how teaching and learning can be transformed with iPads and other mobile devices."

In this presentation you'll explore new ways to engage students with creative processes in a learning space that extends well-beyond the studio walls. The SAMR MODEL is a useful framework for seamlessly merging traditional curriculum with innovative pedagogy and 21st Century skills for students. You'll come away from this session ready to identify where modification and redefinition can be in your classroom, ignite your students creativity by developing engaging tasks and use the iPad to produce creative content for teaching and learning. "

Key concepts:

- * The right APP-ITUDE: Use a 21st Century device for teaching and learning in a 'hands on' classroom
- * Improve student engagement, confidence and risk-taking
- * Understand and utilise a 'learn by play' mindset
- * Empower students to trial processes virtually
- * Explore endless possibilities for content creation
- * Model the creative process in teaching and learning experiences
- * Document/reflect on learning journeys
- * Create opportunities for students to collaborate and share their work
- * Strengthen links between school and the journey of the lifelong learner

NOTE: Teachers will take away a can-do APP-itude, ready apps lists, example activities and other material for their classroom.

On Art and Art Education



Illustration by Rama Hughes.

Rama Hughes

Saying that art is about creativity and self-expression is like saying that English is about creativity and self-expression. It is true, but not entirely.

Language is a life skill. An English teacher doesn't expect all of her students to become Shakespeare. She does expect them to become literate though. She teaches them to read and write, to comprehend language, and to communicate effectively. How different the world would be if English teachers had to contend with the pre-conception that a lack of talent means there is no value in the subject.

Art's Life Skill

Art is about making an idea into a reality. There isn't a single crafted or manufactured object that didn't pass through an artist's hands. That is art's life skill. It applies to everything from the telling of a story, to the functioning of a home, to the building of a business.

Consider the fact that every big business employs a fleet of artists to design logos, build websites, visualize and advertise products, communicate their messages, earn investors, and

create a brand. It is no accident that companies like Coca-Cola, McDonald's, and Disney are recognized around the world.

Art as Language


Art is a universal language. Human history is recorded in pottery, hieroglyphs, painting, and architecture. Our future is planned with diagrams, schematics, floor plans, and animations. Art delivers us safely to our destinations every day. We all know what to do in the event of a water landing. We know where the nearest exits are in theaters and hotels. Roads are designed to tell us when and where to turn and where it is safe to cross the street. We all know that the octagon at the end of the street means stop. But did you ever wonder why that sign is red? We live and die by these ideas—ideas that are communicated very effectively by artists.

Almost everyone understands art, but very few people have learned to speak it. A careful look at the world makes an artist's value clear. The books, magazines, and websites that we read were all designed by artists.

Every school, every building, was created by an architect's pencil. Clothing, cars, furniture, bridges, and even the space shuttle began their existence as drawings on pieces of paper.

Art as an Essential Life Skill

Not so long ago, art was taught as a fundamental life skill; as a practical tool for future engineers; as an observational skill vital for scientists. The nature and the quality of art education may have changed over the decades, but it is important to recognize that visual art shares something with every other language: It can be a fun, expressive medium, but it also has a grammar and a vital set of skills that can be taught to any student.

If art education is ever going to earn its permanent place in our schools, the full scope of the subject must be recognized. A complete art education teaches students to see clearly, to think creatively, and to give form to the future. And, yes, it is creative, self-expressive, and fun. 

Rama Hughes is an art teacher and illustrator who lives in Glendale, California. rama@ramahughes.com

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WEB LINK

www.ramahughes.com

10 Lessons the Arts Teach

By Elliot Eisner



- 1** The arts teach children to make **GOOD JUDGMENTS** about qualitative relationships. Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
- 2** The arts teach children that problems can have **MORE** than **ONE** solution and that questions can have more than one answer.
- 3** The arts celebrate multiple **PERSPECTIVES**. One of their large lessons is that there are many ways to **SEE** and **INTERPRET** the world.
- 4** The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the **ABILITY** and a **WILLINGNESS** to surrender to the unanticipated possibilities of the work as it unfolds.
- 5** The arts make **VIVID** the fact that neither words in their literal form nor numbers exhaust what we can **KNOW**. The limits of our language do not define the limits of our **COGNITION**.
- 6** The arts teach students that **SMALL DIFFERENCES** can have **LARGE EFFECTS**. The arts traffic in subtleties.
- 7** The arts teach students to think through and within a material. All art forms employ some means through which **IMAGES** become **REAL**.
- 8** The arts help **CHILDREN LEARN** to say what cannot be said. When children are invited to disclose what a work of art helps them **FEEL**, they must reach into their **POETIC CAPACITIES** to find the words that will do the job.
- 9** The **ARTS ENABLE** us to have **EXPERIENCE** we can have from no other source and through such experience to **DISCOVER** the range and variety of what we are capable of **FEELING**.
- 10** The arts' position in the school curriculum symbolizes to the young what adults **BELIEVE** is **IMPORTANT**.

SOURCE: Eisner, E. (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press.

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To obtain a digital version of this document, please visit www.arteducators.org/advocacy

Naea

National Art Education Association
www.arteducators.org

TEACHING A PROCESS THROUGH VIDEO USING AN iPad

YOU WILL NEED:



CAMERA APP (Pre-installed)



**EXPLAIN EVERYTHING APP
(App store \$5)**

STEP 1 - Photograph the process in stages

- Setup a workspace that preferably has a white background. This can be done by using large sheets of white paper
- Work through a process taking strategic photos at each stage.



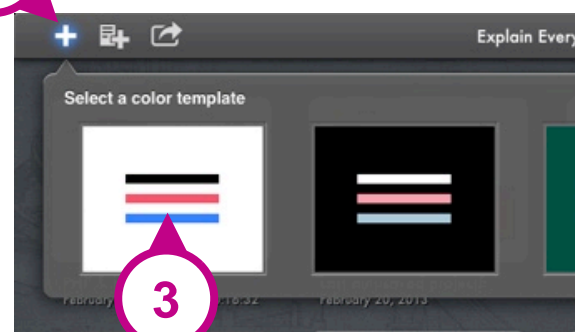
1



STEP 2 - Talk through the process highlighting key points

1. Open Explain Everything app.
2. Click the PLUS button in the top left corner to add a new lesson
3. Pick a colour scheme
4. Once you can see the 'whiteboard', use the 6th tool down on the left to add "Existing photo"

2



3

4





5

5. Now click the “Add new Slide” button

6. Repeat steps 4 & 5 for each of the photos you have taken

You're now ready to teach

TEACHING

7. You now use the **record** button to teach each stage separately. The slides are separate recordings that are stitched together for Youtube

8. The easiest tool to use is one of the lasers or pointers

9

8

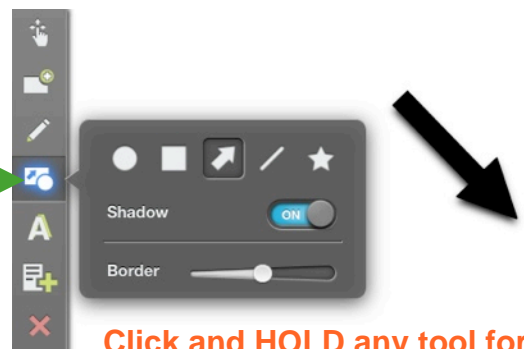


7

9. If you want words / labels to appear as you teach, use the Text tool as follows:

- PAUSE the recoding
- Click the text tool
- Click and type on the screen
- Move the label into position
- press RECORD
- Carry on the lesson

10



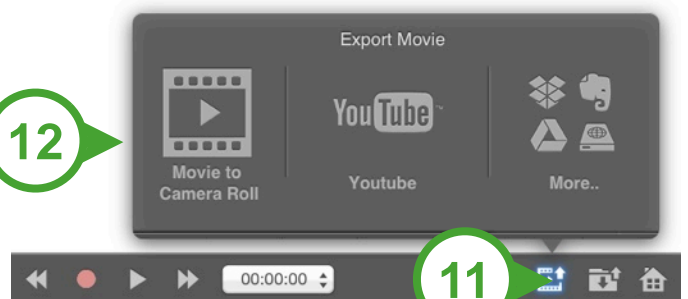
Click and HOLD any tool for its extra options to pop up

The word will magically appear in the video. Also, whilst paused you can add an arrow that points to the item being labeled.

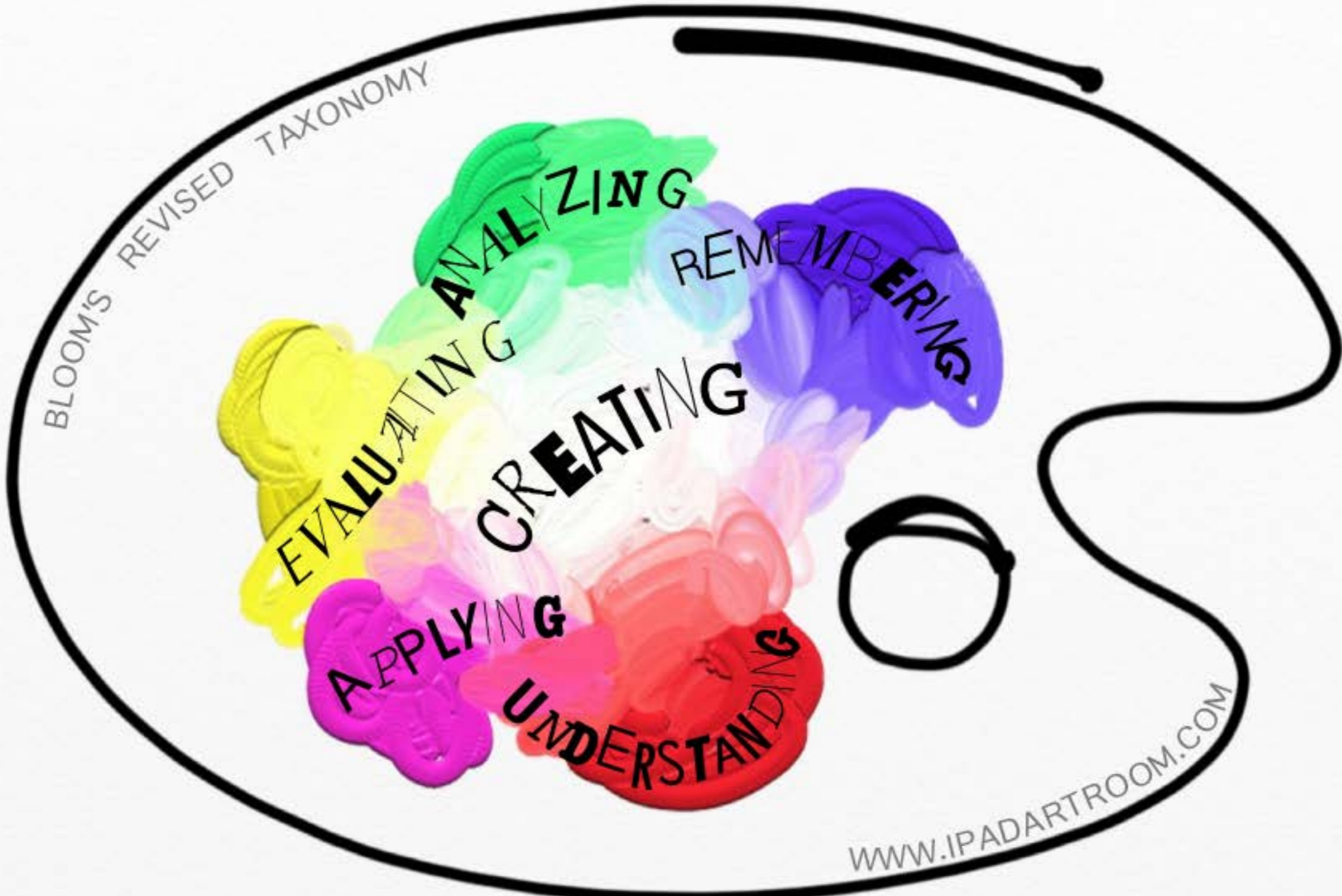
11. This button will then send your entire lesson to where you want it.

12. My advice is Youtube and then after logging in, type a title and select the UNLISTED option. This hides you video from the world but is viewable by people you send the link to.

12



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SECURITY!
PRIVACY!
SUBURBAN IDEALS!!

IT'S A
HOUSE!

SORRY FOR TRYING
TO DIG A LITTLE DEEPER...



CALM DOWN IT'S JUST A GAME...

JUST A GAME?!

THIS IS A TEST OF OUR
ABILITY TO
COMMUNICATE
IDEAS WITHOUT
THE LUXURY
OF WRITTEN
OR SPOKEN
WORRRDS!



WE MUST RELY ON VISUAL
RENDERINGS AND GESTURAL
CUES TO EXPRESS OURSELVES

WE ARE
CREATING A
SUPERIOR
UNIVERSAL
LANGUAGE!!

I WANT A NEW PARTNER...

FINE! I'LL TAKE MY
PURSUIT ELSEWHERE!



Transformation

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

Enhancement