

# Technology in Arts

**STATEMENT:** Despite limited technology resources in class, I have been able to provide regular exposure to tech tools for art, primarily using a single laptop and projector. Listed are examples of tech-infused activities or prepared materials available for instruction.

**Slideshows:** Lessons augmented with images such as historic artworks, examples of techniques, step by step sequences, or even student work for sharing, review, critique or comparison.



**Multimedia:** Teacher collects or creates video clips combining visuals with sound, motion or animation to enhance instruction. Examples include movie clips, step-by-step or time lapse drawing demonstrations, commercials, automated slideshows with soundtracks, footage from in-school activities, class field trips or virtual tours.



and more. Hand outs combine information with photos, artwork or graphs, and can compile student work into mini-magazines with a professional aesthetic.

**Printing-on-demand:** In class printer can be used in project work such as creating lightly-tinted outlines of photos for self-portraiture, tiled posters, geometrics, grids and more.

**Projected images:** Laptop and projector can be used for students to copy or trace any image or text from computer screen, including photos taken in class. Helpful in providing student choice or customized references.

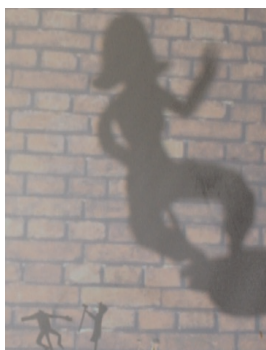


**Digital retouching:** Students are exposed to image editing programs such as Photoshop in creative manipulation of digital graphics.

**Hands-on active engagement:** Students can be invited to control slideshows or fishbowl use of graphics apps for digital art experimentation such as Symmetry Creator or Tesselator. Students can also photograph artwork in class for upload to online galleries, or create multimedia clips for playback.

**Audio presentations:** Sound recordings, music or audio effects are used to support learning in class. Teacher demonstrates use of multitrack recording software such as Garageband, audio editing tools and use of sound effects.

**Shadow puppet theatre:** Students create cut paper character designs or props to create narrative sequences using shadow puppets against projected backgrounds. Including live voiceovers, clips are recorded for playback and shared across classes.



**Stop motion animation:** Students create animated sequences by photographing art creation in gradual steps. Soundtrack can be added later. Works can be played back in classroom or shared online.



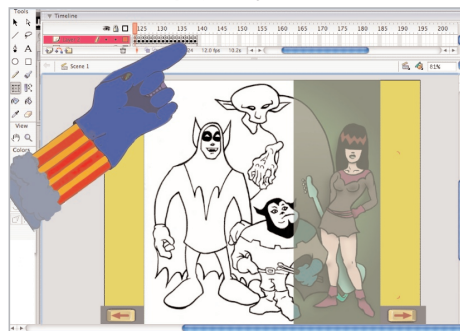
**2-D animation:** Teacher presents original or collected clips showing the history and technology of animation as motion and sound were added to visual art. Class work can be incorporated into existing animation templates, for example dropping a student-created character design into an existing sequence.



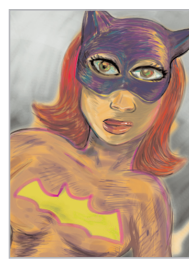
**Time lapse:** Students view sequences made over time, such as a blooming flower or a child aging. They also can create time lapse photography of original artmaking such as murals, sculpture or movement of props or figures.



**Google Street view:** Teacher uses Google Street View to enhance observation of art principles such as perspective, but also can offer guided virtual tours to real world destinations including familiar or historic sites. Similar tours using satellite views employ Google Earth.



**Screencasts:** Teacher captures and edits on-screen sequences for playback to demonstrate graphics apps or browsing of digital art, slideshows, virtual tours of websites, excerpts from movies or videos, or presenting maps or digital files. Can be expanded with titles, voiceovers or soundtracking.



**Digital Fingerpainting:** New tablet devices such as the iPad enable new methods for tactile drawing or digital painting, animating and more, including cloud-based sharing tools.