

Task: Draw It

Approach: Station
Focus: Students are able to make a composition using a computer drawing program
Resources: Computer program on laptop computer, *Draw It* instruction booklet

Year: 4 & 8
Time: 10 mins

Questions / instructions:

This activity uses the computer.

Click on the button that says *Draw It*.

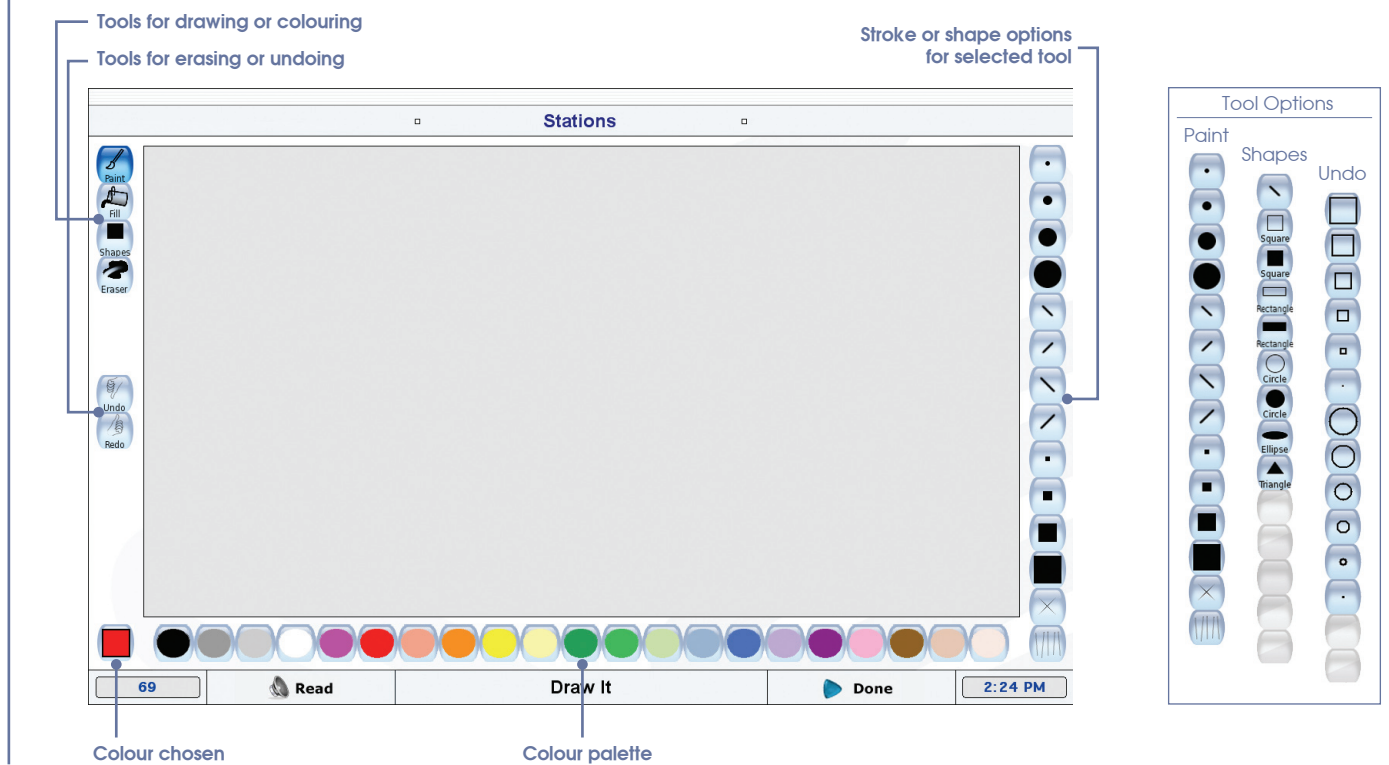
You are going to draw a picture on the computer. The booklet shows the different drawing tools you can use.

Your picture is to show a really delicious ice-cream sundae – that someone would love to see and eat.

As you draw, experiment with colours, marks and shapes.

You have **10 minutes**.

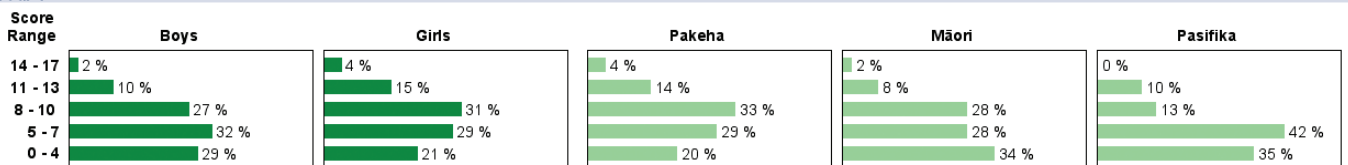
On-screen workspace: (illustrated further in instruction booklet)



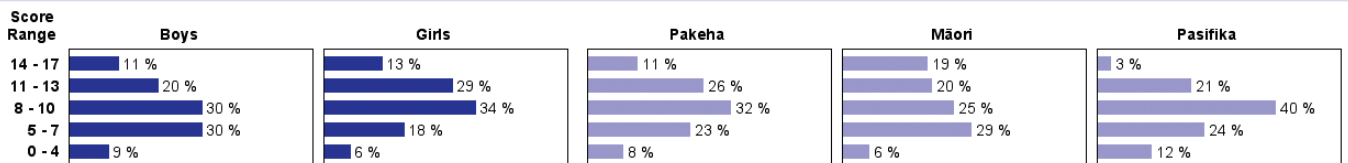
	% responses			% responses		
	y4	y8		y4	y8	
Expressiveness: <i>[Communication of idea of a delicious ice-cream (sundae intended, but cone also ok); visual appeal/festivity.]</i>						
highly developed	6	15				
moderately developed	36	48				
slightly developed	42	32				
under developed	17	5				
Composition: <i>[Use of space; sense of coherence (varied components of ice-cream look like they belong together).]</i>						
highly developed	5	19				
moderately developed	38	49				
slightly developed	46	27				
under developed	11	6				
Detail: <i>[Elaboration and extension (details included to good effect); forms and shapes well defined (edge detail).]</i>						
highly developed	3	13	Global rating:	excellent	0	1
moderately developed	35	43		very good	6	11
slightly developed	45	38		good	18	31
under developed	17	6		fair	41	37
				poor	28	15
				very poor	8	5
Use of medium: <i>[Use of tools and colour palette; variety and control of mark making.]</i>						
highly developed	2	8	Total score:	14-17	3	12
moderately developed	29	49		11-13	12	24
slightly developed	56	40		8-10	29	32
under developed	13	4		5-7	30	24
				0-4	25	8

Subgroup Analyses:

Year 4



Year 8



Commentary:

Students varied in their ability to produce a composition of an ice-cream sundae using a computer drawing program. Some of the drawings showed a lack of familiarity with the use of the computer to draw, while others showed remarkable dexterity and ingenuity. There was moderate growth in performance from year 4 to year 8. Girls outperformed boys at both years, and Pasifika students performed less well than other students on this task at both years.

DISCUSSION :

HIGH RANGE:

These delicious ice-cream sundaes have high visual appeal. This is sometimes achieved through festive mark making or careful colour choices that give overall coherence to the image. The way in which different ingredients fit together shows thoughtful spatial awareness and use of contrasting textures. Other images shine through the restrained use of drawing effects that are repeated and thus give unity to the overall image.

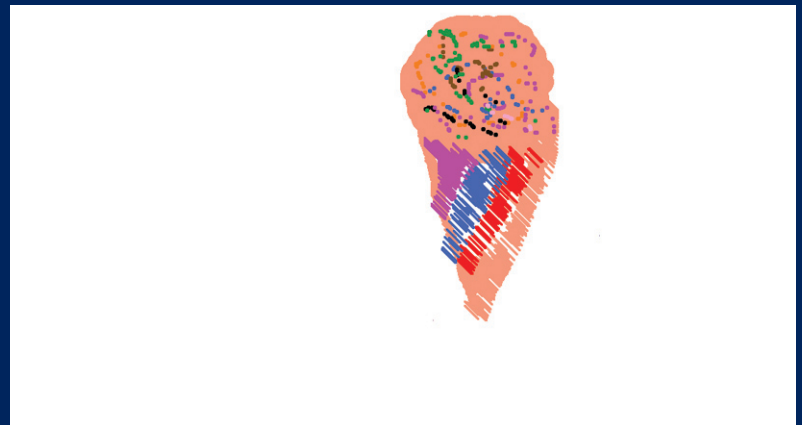


Year 4

MID RANGE:

The skills of drawing shape and combining elements together in space are not as confident but the achieved images clearly link to the task. At this level, many students reverted to the use of text to communicate their intent. This perhaps reflects a lack of confidence in the recognisability of their image. It is pleasing to see humour emerging in the effects of dribbling ice-cream and the awareness of different textures.

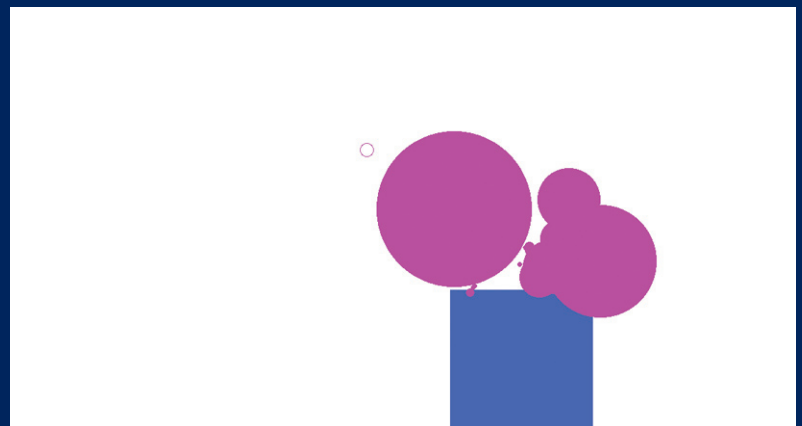
Images are often smaller than the space allows for. This often indicates a tentative approach to a visual problem.



Year 4

LOW RANGE:

In this sample there is limited control of the medium to produce recognisable form or sense of occasion. Students may be struggling with new media. Often, use of the computer for graphics encourages a dependency on clip art. The challenge of drawing with a mouse from invention and an associated well-developed visual memory is quite a different drawing task to drawings based on observation.



Year 4

HIGH :



Year 4



Year 8



Year 8

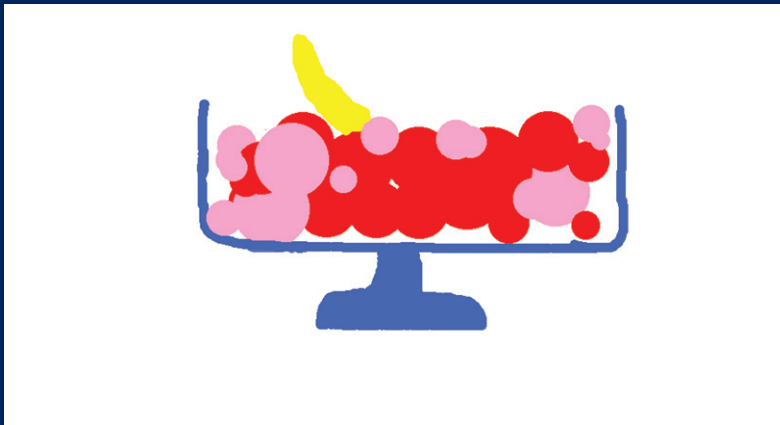
MID :



Year 8



Year 4

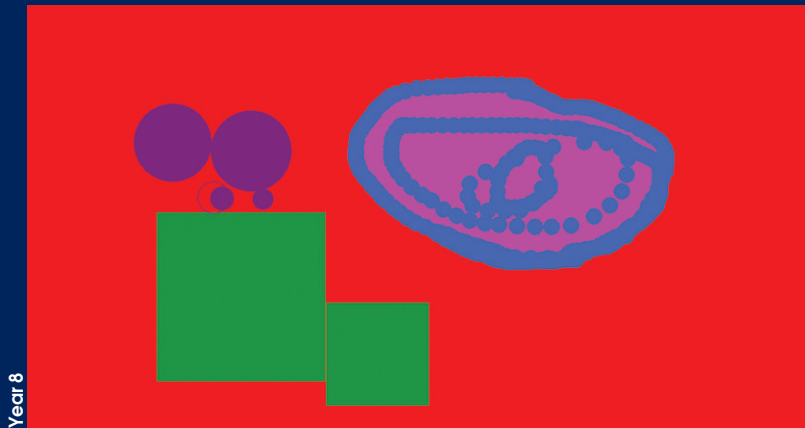


Year 8

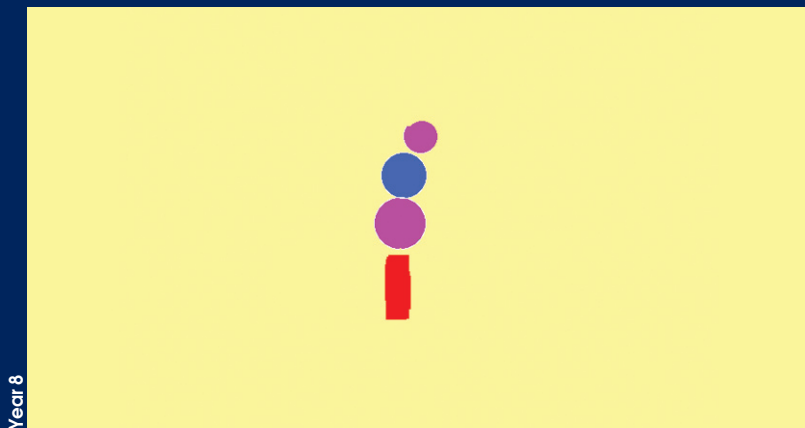
LOW :



Year 4



Year 8



Year 8