teaching and learning across the arts **GREASING THE SKIDS** projects and activities with technologies Students investigate how various Web 2.0 tools (Survey Monkey, Doodle Poll) can help them organise the preparatory stages of putting on a show or concert **ANIMAL ALPHABET** TYPOGRAPHY MAKEOVER **WORD POWER** Students learn to use illustration Using everything they've learnt, Using illustration software software e.g. Adobe Illustrator, to students use graphical illustration (Adobe Illustrator, Inkspace) software to create thoughtstudents learn how to create investigate the use of typography digital images using words on public notices provoking campaign posters **DESIGN YOUR OWN FONT ROCKIN' REHEARSALS** In the final activity, students learn Students investigate how various Web 2.0 p.**39** how fonts are deigned by using tools (digital media, Skype, blogs and vlogs) Fontstruct to create their own can help them create effective rehearsal Using communication platforms and social media of their own choosing, they use their prompts in an on line campaign **OUR STOMPING GROUND** Students perform their compositions live STOMP: THE SEQUEL to parents via FlashMeeting - an easy way Students investigate the possibilities of using on line to use on line meeting application applications and tools (ComicLife, Padlet, Twitter, PROMPTS FOR PEERS Facebook) to publicise a musical performance SPREADING THE WORD Students work collaboratively to create innovative p.**27** photo prompts in PickMonkey for their colleagues Students use social media to keep in touch, recruit new members and track the **BUSTIN' MOVES** progress of their preparations Students use engaging on line tools (DancingPaul) and videos to create and **MUSEUM REVISITED** record their own dance routines Using everything they've learnt, students create Students use Google Drive and Google Maps their own on line interactive artist's biography to create an interactive on line art gallery using Google Drive and QR codes STATUARY STREET **ALL STARS!** Students use Pixton or Chogger to present Students create a digital presentation to the findings of an investigation into local publicise and promote a performing arts club sculptures as a digital comic book that they wish to establish PODCAST PROGRAMME Students create video presentations to present Students use mobile recording devices and video editing software to create videos and their interpretations of famous works of art. They use YouTube to publish their work podcasts to publicise a forthcoming event IS THERE A CARTOON THE PERFORMANCE **ARTIST IN YOU? DOCUMENTARY DIVAS** Students use a mobile recording device and video Using Chogger, an on line comic Using QR codes, students present an In pairs, learners prepare, film and present a short editing software to create a fly-on-the-wall strip creator, students explore the interactive exposition on the museums 'fly-on-the-wall' documentary using iMovie or documentary of their opening night performance different features that are used in of the world Windows Movie Maker creating effective cartoons o Chogger p.**58 GOING LIVE!** MOTIVATED BY MUSIC In order to get feedback on their work, PINTEREST POEM Students create a digital artefact MUSICAL MONOLOGUES students upload their videos to an on line Following a collaborative drama inspired by their favourite music By using humorous on line tools with voice video sharing platform e.g. Vimeo, YouTube task, students use Pinterest to recording capabilities (Blabberize), students THE HISTORY OF GRAFFITI STOMP CITY present their understanding of a (particularly shy individuals) are encouraged to Students conduct research into the history Students use Mural.ly, a collaborative literary text to the class sing to an audience of graffiti. They present their findings using a Students create a personal Flickr gallery to multimedia tool, to present information choice of on line tools e.g. Prezi, Instagram, exhibit their own artistic creations gathered in an e-investigation Pinterest or Glogster **AUDIO ACTORS ILLUSTRATING OUR** Using audio recording and editing software SKETCHING SONGS , **OWN TALES** (Audacity) by performing their Students begin to understand the functions p.**10** Using on line digital very own radio play ON LOCATION of lyrics in a song and share their emerging illustration tools like Students take to the streets to photograph understanding through the use of deviantART, students interactive images e.g. ThingLink examples of urban artists' work which they develop their then upload, organize and store in an on line understanding Students create an animated film using album e.g. Flickr SOUND WALK of literary texts stop-motion animation techniques Students use mobile devices to record the sounds around them. They use AudioBoo to share their interpretation of the musical components in their recordings SFX IN ACTION Students use storyboarding tools such as Students use audio editing software Celtex to visualise a motion picture through (Audacity) to add soundtracks and audio **IMAGES AND IMAGINATION** sequences of illustrations or images special effects to their films Students experiment with image editing software (PixIr) in order to edit and adapt their **AUDACIOUS AUDIO** Using Sumo Paint (a free image editor with an easy-to-use Students use audio editing software **VIDEO VIBES** on line interface) students perfect the visual depiction of (Audacity) to create a soundtrack for a Students are asked to create a short video clip characters and settings from a story Prezi presentation that expresses the 'mood' of the urban area using video editing software (Windows Movie Maker) FIRST IMPRESSIONS

Students create a digital artefact in responde to a photo prompt of the teacher