

Online course for individual study

Lisbet angling

- an example of how to
animate a classic
painting

- Lesson background for teachers and assignments for
pupils -



This is an extended assignment based on the modules presented within the framework of www.getcreativewithart.org.

Press the link below and you can find an example of how we animated the painting by Carl Larsson:

https://drive.google.com/file/d/1DKxCk57lfi_pzugdSVB8TQWDBGPTxmk_/view?usp=sharing

The text is developed by KomTek, Järfälla, Sweden
in cooperation with CEE Auto-Learn and Edu Guide.

TO WORK WITH ART BY USING DIGITAL TOOLS

When introducing tools as means for increased motivation there are several ways of doing it. Thinking about learning makes us very often associate that with traditional learning. It could be a short presentation as a starter to increase interest or motivation.

Creating an interest is crucial and introducing a specific activity or event we might have started a process.

Story telling is very much appreciated by pupils and very often also a success factor.

There are different kinds of pupils who learn things in different ways and that is important to realise. All pupils have a right to learn by using different tools and be promoted by our teaching.

According to the Swedish curriculum pupil democracy in education is a necessity. Pupils are entitled to discuss and have opinions on their education.

The Swedish curriculum LGR22 about pupil democracy:

The democratic principles to be able to influence, take responsibility and being involved must include all pupils. They will be given the possibility of influencing their education. They will continuously be stimulated in taking an active part in the development of their education and being informed in all matters concerning them. The information and the formats for their influence must be adapted to age and maturity. The pupils will always be given an opportunity of taking initiatives to matters that will be dealt with in the framework of their education.

As a teacher today you are more like a facilitator, enabling pupils the possibility of learning. Some pupils prefer expressing themselves in pictures, in language, in songs or by drama. We describe that as different learning styles.

How can we as facilitators/teachers make the learning as positive as possible? With our project "Get Creative With Art Online" we will use art from national galleries to work with by using different techniques. We will in this short online course give you a manual with a tool to use: Scratch.

In our first painting by Carl Larsson called "Lisbet metar" we can see the daughter Lisbet, the child of Carl and Carin Larsson. The painter Carl often based his paintings on scenes from the ordinary family life.

How can we by using modern technology bring action into the painting?

You will be able to familiarize yourself with the programme called Scratch and make it possible for your pupils to create animation in the painting. Doing this enables pupils being involved in the creation of an extended painting!

LESSON AIMS & OBJECTIVES

The education in science and technology allows the pupils to develop their knowledge in technology and their technological awareness for them to being able to orient themselves in a technology intensive world.

In this assignment the pupils will develop their knowledge in basic coding using a simple visual programming language creating their own animation. This gives the pupils the possibility to use their digital skills in order to develop their own imagery in order to enhance their experience of art.

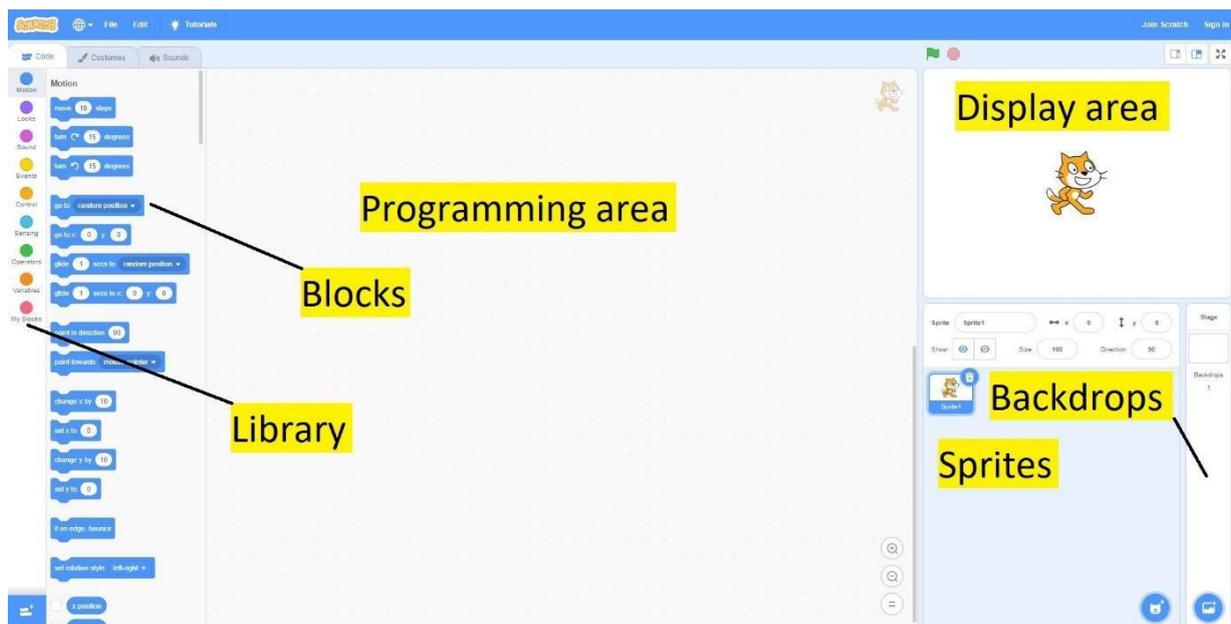
LEARNING SCRATCH

In this module the pupils will be using Scratch to create an animation based on the artwork. First they have to become acquainted with the software and learn what coding is and how to use it. Scratch can be used for different reasons, for example to create simple games or as in this case animations.

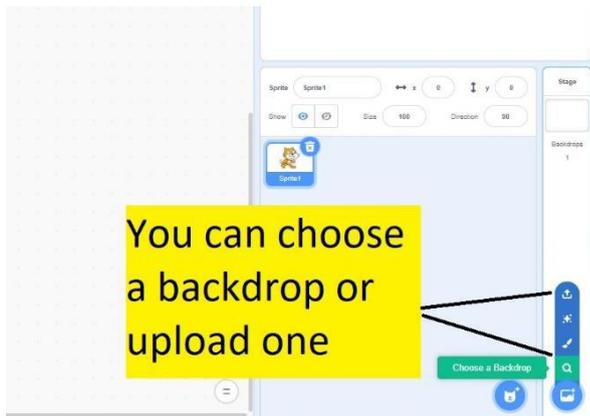
Scratch is web-based and you reach it through <https://scratch.mit.edu>. The pupils will work on their projects through the website on their computers. There are excellent tutorials on the website but a simple step by step description is presented below to make it possible for the pupils to solve their assignment.

You can use this material to teach the pupils Scratch step by step on a Smartboard or copy parts of it for them to try by themselves.

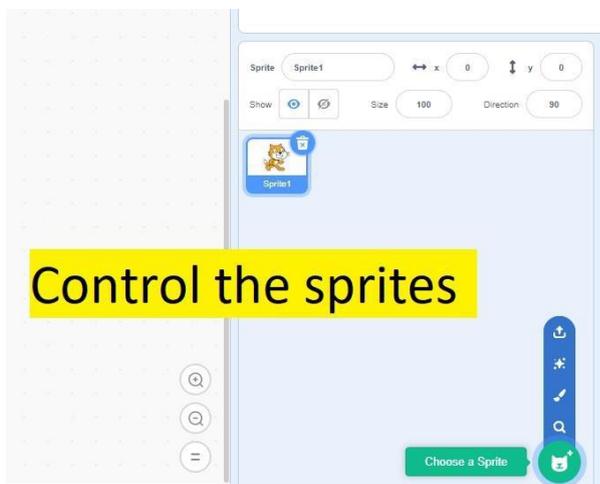
The layout of the software:



In the lower right corner you control the backdrops. You can choose premade ones or upload one from the computer (the pupils will upload the picture with the fishing girl in their assignment later).

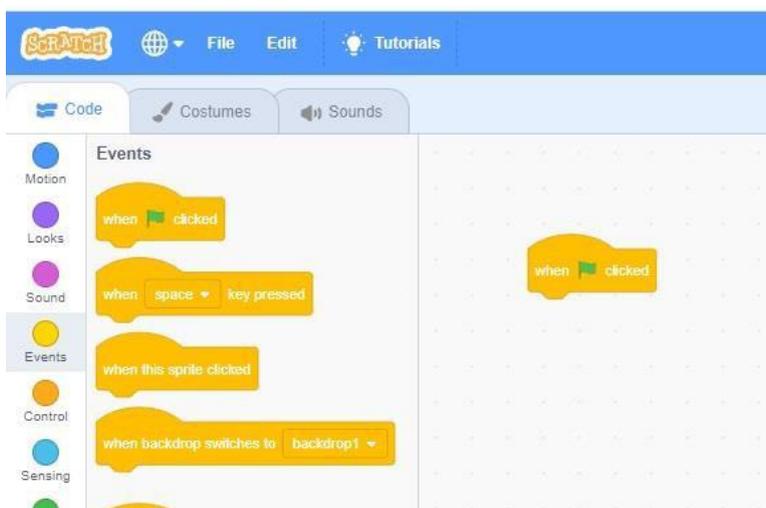


In the same way you can choose sprites.



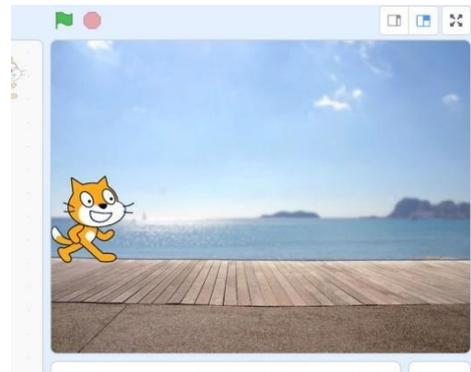
Let's use the cat in this example and make it move when starting the animation (clicking the green flag above the display area).

We need an Events block from the library to start the animation. Choose *when flag clicked* from Events and place it in the programming area.

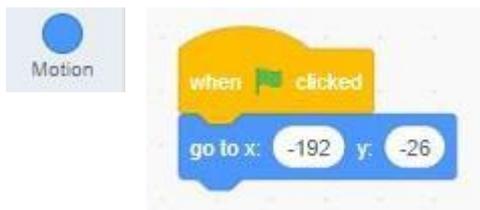


The placing of the cat on to the backdrop is controlled by coordinates on a scale from -200 to 200. The x-axis controls movement left to right and y-axis up and down. If you move the cat in the Display area the coordinates will change in the Sprites area.

Choose the starting position of the cat by placing it somewhere on the backdrop. In this case on the boardwalk.



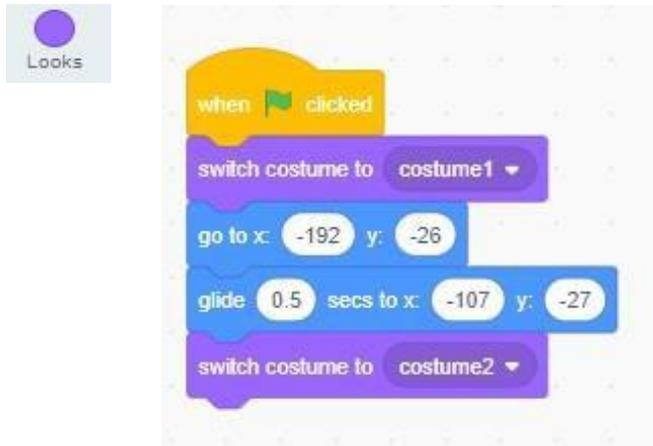
Using the appropriate block in the Motion library you can choose the starting point of the sprite. In this case the starting point is where we placed the cat.



Then move the cat a bit forward using the cursor in the display area. Then choose another motion block *glide...* and the new coordinates will be displayed in the block.



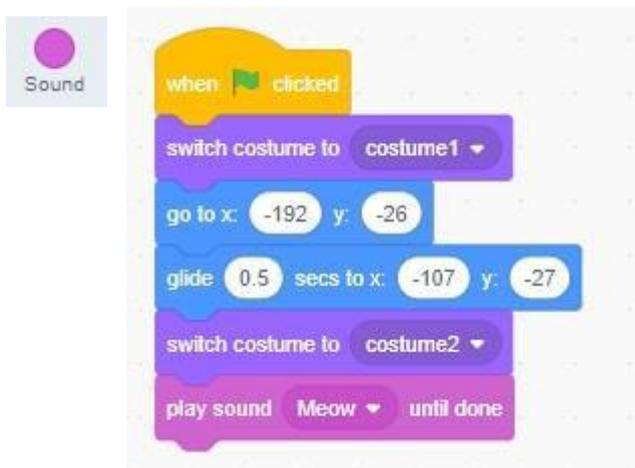
Choose to glide for 0.5 secs. Then you can change costumes on the cat making the impression of the cat walking. Go to the looks library and make changes to your program making it look like this:



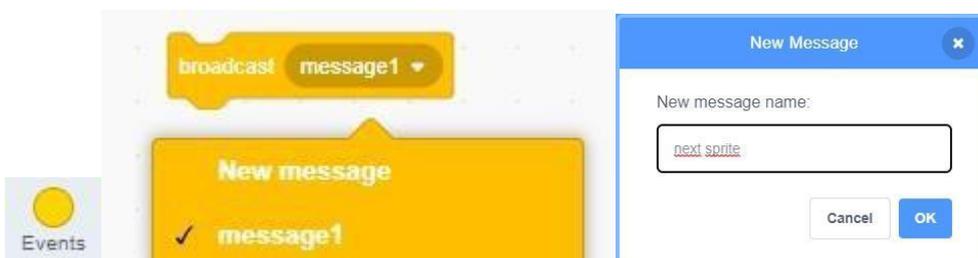
If you want the cat to be another size you can change that in the Sprite area.

Now test your program by pressing the green flag above the Display area. Let the pupils play around with the different settings making the Sprite move in different ways or changing the backdrop.

Let's add some sound. In the sound block you will find sounds connected to the selected sprite.



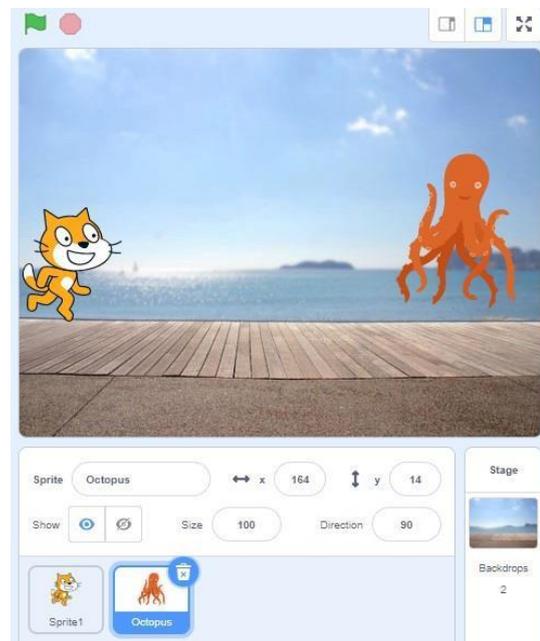
Next we want multiple Sprites to interact in different ways. By using messages you can control the interaction. Make a new message in the events library:



Let's call it *next sprite* and place the block at the end of the algorithm.



The block will then activate the next Sprite. Let's choose that sprite. I went for the octopus. When that Sprite is "active" in the Sprite area the programming area is empty because we haven't made any algorithms for it yet, but let's do it.



In this case we want the octopus to be hidden when the program starts. Please choose *hide* in the Looks library, set the starting point by placing the sprite and choose the motion block as described above. Then when the Cat algorithm is done we want the octopus to show up and begin to move.



I would like the octopus to move on the board walk and change costumes to give the impression of walking.



I began by adding a *switch costume* above *hide* so that the octopus always starts with the same costume. Then I moved the octopus incrementally with the cursor in the Display area choosing a *glide* block in each step and changing costume. Then added sound in the end.

By this point the pupils learnt how to choose a Backdrop and multiple Sprites. They have also tried to make their sprites move with the cursor aided by coordinates. They are now ready to solve their assignment.

Upload the artwork with the fishing girl to a folder that the pupils can access from their computers.

The assignment

"It's summer and the day is hot and humid. Lisbet is angling at the pond but the fish doesn't seem interested in the calm and lukewarm water. She starts daydreaming and the most peculiar things happen."

With the artwork as a backdrop, the pupils create Lisbet's daydream using multiple Sprites moving coordinated with the objects on the painting - a spider crawling down the railing or a ship passing by in the distance.