EDEC407 – Assessment 1 Learning Pan.

Learning Plan 4

Learning Area (Indicate which STEAM component, science, technology, arts, etc.,): Technology	**Ages/Level : 3 – 6 yrs**	**Class Size: 15**
Topic and Rationale: Exploring Digital Art: Creative Expression with Tablets **Activity Description**: It will involve children, tablets, and drawing and painting applications so that they make their art on tablet. This activity familiarizes them with the use of these gadgets so that they can achieve the same effect of colour, shape and even creativity unlike through the use of pencils or paints in that it does not involve spilling of ink. **Support for STEAM Literacy:** This activity combines technology with art, which promotes children technological competencies and at the same time creativity (Casillas Martín et al. , 2020). This enables the learners to practice with the gadgets, refine their motor coordination and adopt the perceptive of the art work done using the devices (Su & Yang, 2022). **Integration of STEAM Disciplines:** Digital art can be defined as integration of technology in arts where children can play with colors, forms, and patterns in virtually. This activity fosters creativity skills and technological skills, artistic and innovative at the same time (Elliot 2020).		
Special Consideration: For children with fine motor difficulties, use adaptive styluses and ensure the tablet interface is user-friendly. Provide additional support as needed to help them navigate the apps and tools.		

Intended learning outcomes	**Outcome 4 of EYLF**: "Children use their imagination and creativity to explore and express ideas through a range of media and materials." Children will showcase their learning of digital art and create arts digital using computers emphasizing the learning of different concepts touching on digital art.
Evidence of learning outcomes	**Proof/Evidence**: Review children's creations made in digital form and evaluate their understanding of the applications used for drawing and painting. How they came up with the ideas for the technological application and how they interacted with the technology throughout the process (Blewitt et al., 2020). **Reflection on Outcomes**: Evaluate children's digital art creations and their comfort with using digital tools. Provide feedback on their artistic choices and technical skills, encouraging further exploration of digital media (Parker et al., 2022).

Risks	Ensure tablets are securely used to prevent damage and avoid exposure to inappropriate content. Supervise screen time to avoid potential eye strain or overuse.
Location, resources, and equipment/furniture	**Location**: Classroom with a designated area for digital activities **Materials**: Tablets with drawing and painting apps (e.g., Doodle Buddy, Drawing Pad), adaptive styluses **Equipment/Furniture**: Tables and chairs for tablet use, storage for tablets
Key STEAM concept or Vocabulary	**Vocabulary**: Digital art, drawing app, painting app, creativity **Progression**: Children will progress from basic app navigation to more complex digital art creation, enhancing their digital and artistic skills.
Activity/ Experience process *(explain your activity in easy steps e.g., explain to the children that they are going to …)*	Introduction: Introduce the concept of digital art and explain how, with the use of tablets, one can draw and paint. What can be considered simple digital artworks? Demonstration: Show and explain how to draw and paint using the apps for drawing and painting the outlines of the gadgets, the color options, shapes, and the steps involved in saving the artwork. Hands-On Experimentation: Introduce the apps to the children and let them use them in order to create art works on their own. Suggest diversifying and painting with different colours and different kinds of brushes and practising different designs. Discussion and Reflection: Encourage children to show their digital artwork and explain their ideas behind it. Encourage them to compare their choices and/or share emergent stories about using the technology. Extension Activity: Introduce other, additional functionalities of the apps or try different approaches to layering and using digital stickers.
Assessment *(How will you know children have met your learning objectives? e.g. observation of children's engagement throughout 4 days)*	**Demonstration:** In this case, describe how the children are able to manage themselves through the apps to develop digital artwork, the time spent on the technology part, and the art products that result from the technology part. **Reflection on Learning Outcomes:** Assess the children's use of selected media and technology tools and their learning creativity. Offer comments on the pieces in the electronic art gallery and inspire the students to experiment with digital artistry some more (Campbell & Howitt, 2024).

References

Ardoin, N. M., & Bowers, A. W. (2020). Early childhood environmental education: A systematic review of the research literature. *Educational Research Review*, *31*, 100353. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7348615/

Blewitt, C., Morris, H., Nolan, A., Jackson, K., Barrett, H., & Skouteris, H. (2020). Strengthening the quality of educator-child interactions in early childhood education and care settings: A conceptual model to improve mental health outcomes for preschoolers. *Early Child Development and Care*. https://www.academia.edu/download/95555804/03004430.2018.150702820221211-1-u3n89h.pdf

Campbell, C., & Howitt, C. (Eds.). (2024). *Science in early childhood*. Cambridge University Press. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=e0956a80a147b57672aaa767120976c4d9a74f25

Casillas Martín, S., Cabezas Gonzalez, M., & Garcia Penalvo, F. J. (2020). Digital competence of early childhood education teachers: attitude, knowledge and use of ICT. *European journal of teacher education*, *43*(2), 210-223. https://gredos.usal.es/xmlui/bitstream/handle/10366/153672/2020_European%20Journal%20of%20Teacher%20Education_%20DC%20Early%20Childhood.pdf?sequence=1

Elliott, S. (Ed.). (2020). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years*. Routledge.

Jiang, S. (2022). Play Pedagogy in Science Education: Early Childhood Teachers of Chinese Heritage in Australian Contexts (Doctoral dissertation, Monash University). https://scholar.archive.org/work/xyf3wd7lizg6fkba2k7edtag2y/access/wayback/https://au-east.erc.monash.edu.au/fpfiles/35123953/Jiang_FinalThesis0522.pdf?AWSAccessKeyId=e00145a6f706457aab45051570081e49&Expires=1653480516&Signature=LsdzgNlkgy%2Bw7mVoAsN7i1dGYHA%3D

Parker, R., Thomsen, B. S., & Berry, A. (2022, February). Learning through play at school–A framework for policy and practice. In *Frontiers in Education* (Vol. 7, p. 751801). Frontiers Media SA. https://www.frontiersin.org/articles/10.3389/feduc.2022.751801/full

Su, J., & Yang, W. (2022). Artificial intelligence in early childhood education: A scoping review. *Computers and Education: Artificial Intelligence*, *3*, 100049. https://www.sciencedirect.com/science/article/pii/S2666920X22000042