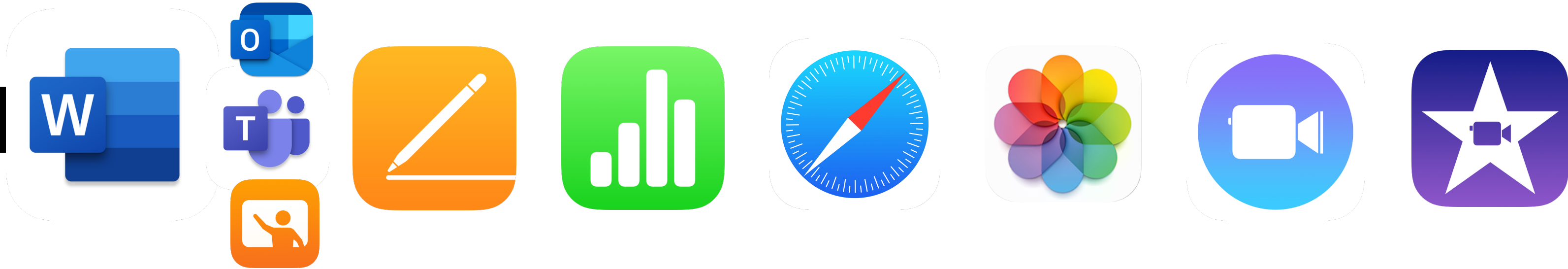


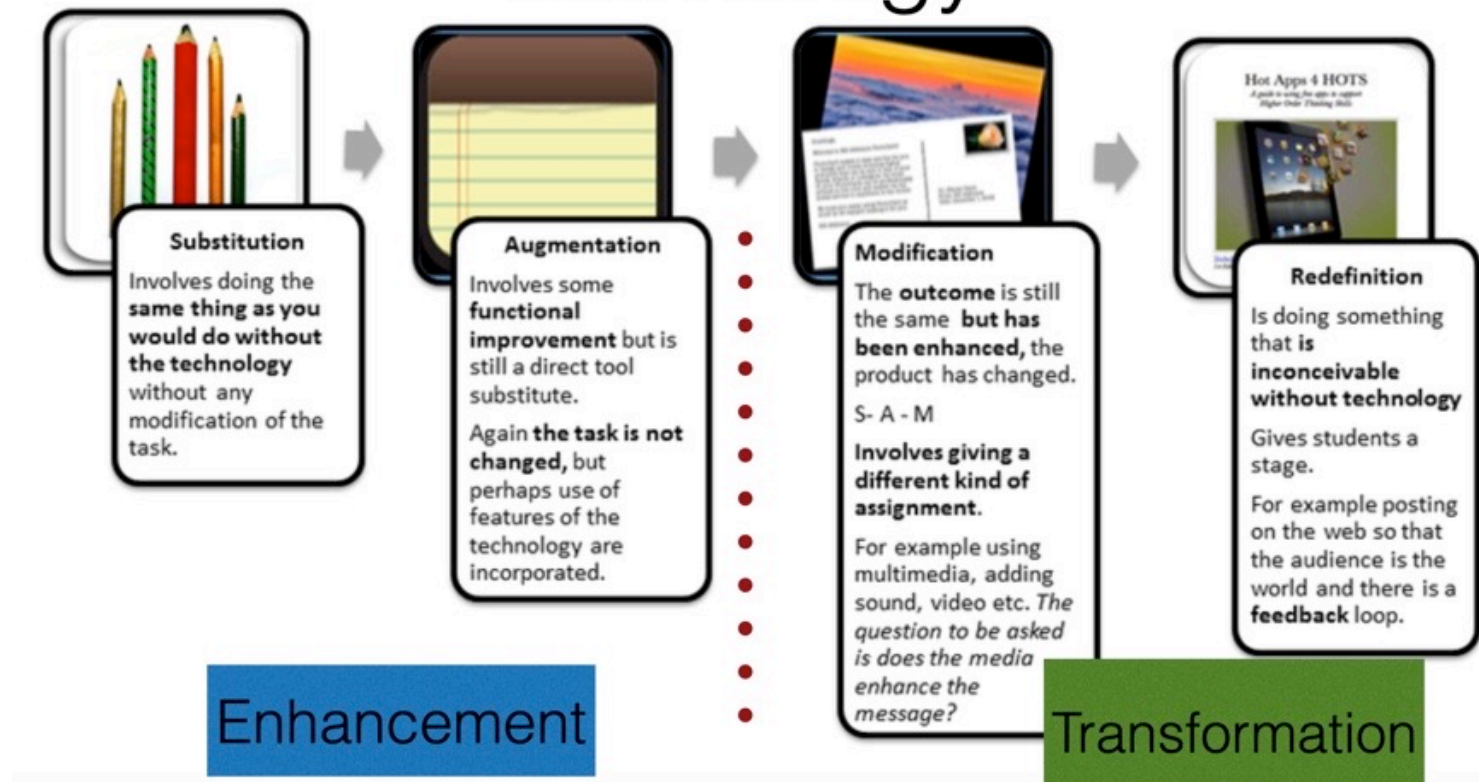
The SAMR model



Curricular Area: Expressive Arts: Art

E&Os or Curricular Link: I can respond to the work of artists and designers by discussing my thoughts and feelings. EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a				
Traditional approach	Modification	Augmentation	Modification	Redefinition
Learners are issued paper resource sheets or textbooks with examples of artists or designers’ work. They review the examples and make notes on a worksheet or in their jotter to show how e.g., colour has been used to create strong contrasts in certain areas of the different examples of artwork.	The teacher shares (e.g., via Outlook, Teams or Classroom) an electronic version of the worksheet, in either Pages or Word, which has been pre-populated with examples of artists or designers’ work and text boxes. The learners add their own thoughts and feelings as text to the text boxes e.g., on the use of colour to create strong contrasts.	The teacher shares (e.g., via email, Teams or Classroom) an electronic version of the worksheet in Pages with artists or designers’ work and placeholders. The learners add text, images or audio to the placeholders with their thoughts and feelings e.g., on the use of colour to create strong contrasts.	The teacher creates an interactive workbook in Numbers by removing the tables and making each tab a blank canvas for an artist or designer. The first tab could be a WAGGOLL (What A Good One Looks Like) Learners then research the artists or designers using Safari (Creative Commons licences) and add images of their work to the Numbers document. Learners then add their own thoughts and feeling as text, drawings, images and/or audio.	Learners research artists or designers’ work using Safari (Creative Commons licences) and add images to their photo library. They then use the magnifying feature of Markup to take a deep dive into these images. They can combine these images into a film using Clips or one of the storyboard templates in iMovie to add their thoughts and feelings on e.g., the use of colour to create strong contrasts. Their completed film could then be inserted as a video into the Numbers document described in the modification step.

SAMR Model, for integrating technology



The Teachers' Charter

Differentiation	✓
Formative assessment for learning	✓
Leadership of Learning	✓
Skills	✓