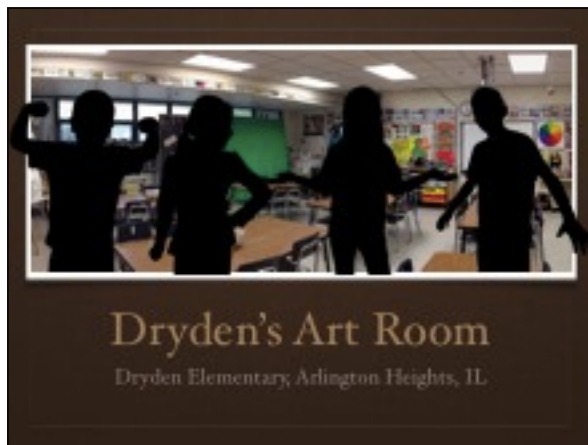




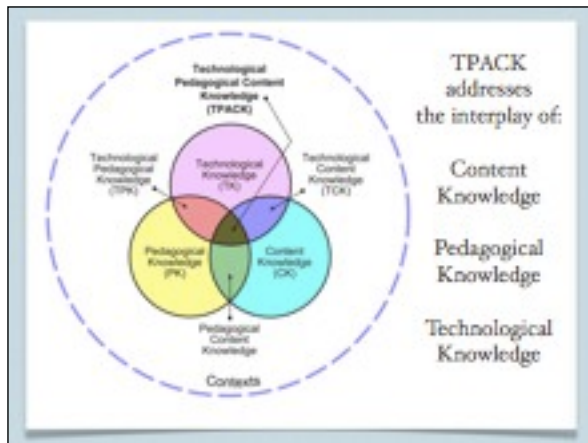
Hello, I'm Tricia Fuglestad, a K-5 elementary art teacher in Arlington Heights, a suburb of Chicago. Thank you for this opportunity to speak to you about my technology rich and connected art room. I want to share my definition



Here is my art room. I've been in this room almost since the beginning of my career. There isn't any that extraordinary about the room itself (click) but in my biased opinion, there is



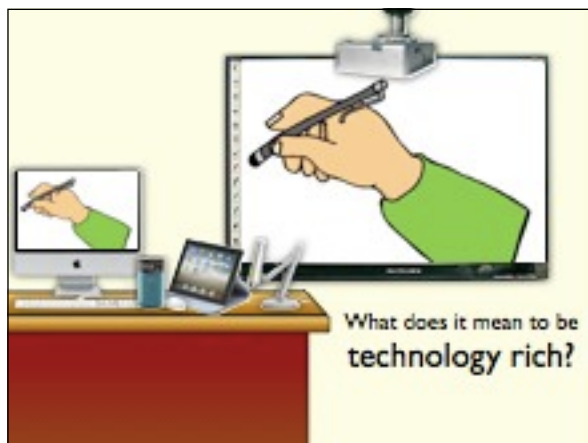
Let's take a peek. (click)



My district has embraced the TPACK framework which is the interplay of the knowledge of what to teach, the best practices involved in how to teach it, and the technology tools to effectively teach it. Using technology is not my goal. I use technology



I teach every child that walks into my art room. I started a t-shirt photo collection of my students. This little girl had an art themed party where she made her “I love art shirt.” But I also need to teach this student(click) as well as this student



What does it mean to be technology rich?
To me, it means tools are at your disposal. You can plan your technology lessons knowing that the equipment is available for you whether that means it's



Movie making grants including: music composition hardware and software (click)

Movie making tools including: green screen, wireless microphone, lights (click)



We also do fundraising through our online art gallery on Artsonia. Not only it a working portfolio for each of my students to watch their growth and learning over time, but it gives families a chance to purchase products



We use technology to raise more money for technology. Here is our commercial to encourage parent participation in Artsonia (click) I'm a big fan of Artsonia. At the NAEA conference for the past few years I've been presenting along with

What does it mean to be a connected classroom?

Dr. Craig Roland, UFL Art Ed Professor and founder of Art Ed 2.0 once said: “The things that happen in Tricia’s art room don’t stay in Tricia’s art



Because we are technology rich and connected in our art room many of my student’s creative projects have had authentic audiences. This has energized my students, raised the bar for excellence, and motivated my young

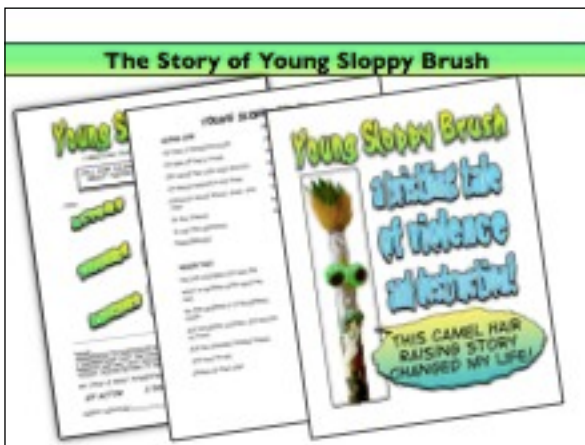


I began a school website in 2006 and began sharing our Fugleflicks (click) (student-created, art-related) movies online. I wasn’t very connected at first, but I added a link to my website from our artsonia online gallery. This drew





On Sept 20, 2006 I received this email from an elementary art teacher in Texas that I had never met. She said among other things (click), “Elementary art problems seem to be universal. I am awaiting eagerly for a flick involving the



So, I asked a class of 5th graders if they were up for the challenge to make this movie about taking care of paintbrushes. (click)The response was overwhelming. 25 students volunteered their talents to make what they called



Students set up a filming studio in the back of the art room where they would work during their lunch recesses every day for over 3 weeks. We used the tv monitor to mirror the camera so some students could direct while others were



We entered “Young Sloppy Brush” into a local film fest in Schaumburg where it screened to a live audience. (click) Students were even invited on stage to discuss the movie making process. It was wonderful to hear the reaction of the crowd as the movie



The next year, at the request of art teachers on ART ED 2.0, young sloppy brush packed up his DVD, passport and his photos and began a year-long journey spreading his cautionary tale of caring for paintbrushes with children around the country in a



Here is our final results.



Many of my students' fugleflicks have had authentic audiences through local and international festivals but sometimes our online presence opens up more opportunities for them.

For example, (click) the Glue Blues was



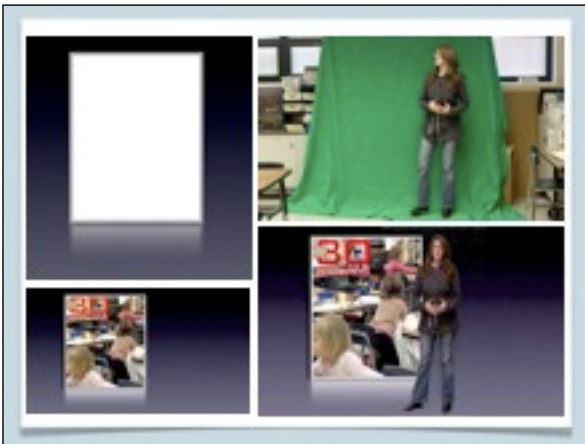
The Fugleflick, Let's Be Green when we Clean was also in local, national, and international film festivals, but because of our growing online connections, it was also featured in(click)



an article in our local daily herald paper (clk), on Teacher Tube.com (clk) and The award-winning Teaching Palette Blog (clk) to celebrate Earth Week. It was a finalist in the national geographic find your footprint student video contest (clk). The Illinois



Discussing “Careers in Art” is part of earning a badge for my 4th grade boys in cub scouts. For many years they breeze into my art room on their way out to recess and ask me for a one minute talk about careers in art (with no notice). needless to say, it



I wanted to imitate the 60minutes magazine effect for the intro to the movie. As I played around with my available software and green screen I figured it out a way to make it work.

This was so exciting to me that (click) I sent



my tweet was read by (click) Apple Distinguished Educator, Joe Brennan who blogs about digital storytelling for Discovery educator network. He asked me to explain how I made the intro. So I made a screen cast video explaining and posted it for him.

MacWORLD Online



Now you see it ...



The Mac-style 'Instant Alpha' will allow additive repetition whereby more than one colour can be made transparent, and, in the

of martin levins who follows Joe Brennan's blog and happens to be a staff writer for a technology publication. (click) the next thing you know I'm being interviewed for his next article for Mac World Australia. When it came out included (click) links to

Featured Videos

2011 Teacher Video of the Year



Title: [Bohr Model of the Atom](#)
Subject Area: [Science](#)
Collection: [Light Bulbs](#)

2011 Student Video of the Year



Title: [Careers in Art](#)
Subject Area: [Careers](#)
Subject Area: [Visual Arts](#)
Collection: [Light Bulbs](#)

I learned about a national student video contest hosted by Rushton Hurley and Next Vista.org. that wanted student videos under 90 seconds that taught any subject.(click) I entered Careers in Art. We were soon





Making movies in my class is usually something extra that we do during students' lunch recesses, but sometimes it happens during class time as part of our learning experiences as it did with Shark Dog. My fourth grade students



when mickey's first attempt to draw a dog didn't work out, he put it aside and later created another (click) dog that he would use for his (click) pop art project. But the (click) discarded dog had a definite appeal.



I showed mickey's discarded dog sketch to the other 4th graders in class and they all agreed that this dog/shark image was amazing. So much so that it deserved its own theme song.(click) One group of 4th graders worked on brainstorming lyrics for



I wrote about the experience for eSchool News. It was published in late August. Since then I heard from teachers around the world who used our shark dog video to encourage their students to transform their mistakes. (click) Like this post from an art teacher in



I've talked about our Fugle flicks gaining viewership, but sometimes our art projects receive attention from unexpected audiences because of our connected classroom. (click) I created this knufflebunny/pigeon inspired project based





a similar thing just happened for my second graders who learned about lester fizz, the bubble gum artist. They created a graphic design that mimicked the cover of this children's story by Ruth Spiro. Ruth decided to come for a visit IN PERSON...and (click)



Our online art gallery on artsonia gives my students unique audiences for their artwork. This past spring I was invited to submit 4 images (click) to be exhibited on a 30 ft LED screen in the heart of NYC. I happened to be there for the NAEA conferences at the time



Last year I connected with my local PBS station and was able to showcase my students' Dr. Seuss themed artwork on TV during the month of Dr. Seuss' birthday celebration and Read Across America. They used our artwork to introduce their Cat in a



This past school year I received my grant for a class set of ipad styluses and 100 copies of an animation app called Doink. I designed a figure-drawing & animation lesson for my third graders using these tools on our ipads. As wrote posts about



Our art room has an ipevo which is a USB document camera. It is very easy to use and useful as well. (click) I've used it for demos for art techniques, ipods, ipad, and as a webcam, for stop motion animation, and art production and even to make our art speak



This year I've had all students working on digital art projects on ipads one month at a time at each grade level. It has been fun discovering what both my students and iPads are capable of creating. I attempted an animation lesson called rotoscoping with all



We were able to enter it into two national contests that asked for STEM videos (science, technology, engineering, and math) as a creative use of technology and art. We also entered it into the (click) international ROTOBALL COLLABORATIVE



I want to leave you with is this idea: Share what you're doing with your students. When you open the doors of your art room, you open up more opportunities for your students. (click) So, push up you sleeves and create a

