

AR / VR LEARNING TASK

# Immersive Art Exploration

**Learning area**

The Arts – Visual Art

**Year level**

Year 7/8

**Duration**

60 to 90 minutes

## Task summary

This task enables students to explore immersive art creation tools like Tilt Brush and develop their own ideas for art-making.

## Session overview

Students can complete a quick exploration of Tilt Brush as a way to represent a theme, concept or idea. They will be able to document their exploration and develop some ideas for art-making.

## Digital technologies

- VR
- AR
- Robotics
- Drones
- Other: \_\_\_\_\_

## Required resources

### Hardware:

- Immersive Virtual Reality (IMVR) stations - for virtual art creation.
- Handheld Virtual Reality (HHVR) headsets - for viewing 3D models.
- Devices - for viewing 3D models with the HHVR headset.
- Student laptops or tablets - for completing student digital notebooks and other relevant tasks and viewing 3D art models.
- Smartboard or interactive whiteboard - for showing the teaching deck in class.

# Learning task

## Apps:

- [Tilt Brush \(Paid app\)](#) - An immersive learning tool for creating multidimensional digital art in virtual reality.
- **YouTube** - This needs to be whitelisted and downloaded on your devices.
- Any drawing/painting app that students are already familiar with in their laptop. This can be [MS Paint](#) (Windows), [Procreate](#) (iOS), or just the built-in drawing app on [Powerpoint](#) or [Google Slides](#).

## Videos:

- [What can Tilt Brush Do? // Becoming a VR Artist Ep. 2](#) (1:44) - A brief overview of how Tilt Brush is currently used by virtual artists - and its potential as a creative tool.
- [Warming up With Tilt Brush // Becoming a VR Artist Ep. 3](#) (12:26) - A guide on how to start using Tilt Brush as a VR art creation tool. This also serves as a mini tutorial of the different functions of features of the app.
- [From virtual to reality: How Tilt Brush is changing the landscape of art-marking](#) (5:18) - How a traditional portrait artist used Tilt Brush.

## Teaching resources:

- [Teaching deck](#) - this is a slide deck template that teachers can download and use for this learning task.
- [Student digital notebook](#) - to be distributed either in printed format or digitally via email or school learning management system.

## Other resources to try (optional)

### Videos:

- [Painting in VR - Google Tilt Brush](#) (start from 2:41 - 13:47) - This is a step-by-step video of how an artist uses Tilt Brush to create a painting in VR.

### Miscellaneous:

- [VR/AR Safety Poster](#) (PDF)

## Planning and preparation

*NOTE: This learning task may be introduced in the middle or at the end of the unit.*

### Assumptions

Students would have had:

- Background lessons in using different materials to create various art.
- Little to no experience with using VR as an art creation tool.
- Some background in how to use VR headsets and its controls (if not, make sure to allocate extra time to explain and train students).

- Training and skills in scanning QR codes and using HHVR to view 3D models
- Familiarity with using and filling out digital notebooks.

#### Additional preparations for teachers

- Make sure that all apps are installed and working properly.
- Review videos to make sure that they are appropriate for your students.
- Group students in small groups of 4 to 6, depending on the number of students and VR headsets / stations available.

## Task Sequence

# 1

### Introductory activity / Provocation (5 - 10 mins)

Using the teaching deck, show students the video:  
[What can Tilt Brush Do? // Becoming a VR Artist Ep. 2\(1:44\)](#) on slide 2.

Briefly discuss how Tilt Brush can be used as a VR art creation tool.

# 2

### Prior knowledge check (5 mins)

Using slide 3, talk about the different art tools and materials that students are familiar with (e.g. watercolours, pastels, pencils, inks, etc), then ask:

- What art tools and materials are you familiar with? What have we used in class?
- Do you have a favourite art tool/material? Why?
- Would using different tools and materials give different effects to their artwork? How?

# 3

### Activities (30-45 mins)

1. Using slide 4 and 5, show the different digital tools available on Tilt Brush. How do they think this would affect their art creation?

Help students to consider how they can create with digital oil paint, inks, fire, electricity, bubbles, and more. Mention that in this lesson, students will get to know and experiment with the digital art tool, Tilt Brush.

2. Using slide 6, show the first five (5) minutes of this video to give students an idea of how to use the app - [Warming up With Tilt Brush // Becoming a VR Artist Ep. 3 \(12:26\)](#). Remind students to be careful while using the app and make sure partners don't get too close while students are in the headset.
3. Introduce the three (3) learning stations for this lesson:

# Learning task

	Station 1 IMVR	Station 2 Viewing	Station 3 Digital notebook
Round 1 (8 to 10 minutes)	Group 1	Group 2	Group 3
Round 2 (8 to 10 minutes)	Group 2	Group 3	Group 1
Round 3 (8 to 10 minutes)	Group 3	Group 1	Group 2

Depending on the number of IMVR headsets/stations and IMVR stations available for the class, students may be assigned anywhere between 6 to 9 per group. Students may work in pairs or in a smaller group of 3 within each group.

### Station 1:

In this station, tell students that they will be allocated approximately 2 to 3 minutes each to do a Tilt Brush warm-up to get to know the tools and brushes available. Ask them to try as many different brushes as they can between each group/pairing. Make sure to swap roles when prompted to do so by the alarm and/or teacher.

#### Tips:

- *Setting an audible timer is helpful for students so they know when to get off the IMVR headsets.*
- *Give specific assignments to student groups. For example, if Student A is using the headset, Student B should be making sure they're safe and give feedback to the one using the headset. They can also take notes on their digital notebook about what brushes their partner is using and take a photo of the final work using either the device or a class camera (if available). If there's a Student C in the group, get Student B & C to split the responsibilities of being guide/feedback + notetaker/photographer.*

### Station 2:

In this station, tell students that they will be viewing different Tilt Brush art creations in 3D using their tablets or personal devices. They can refer to the QR codes in their digital notebooks or follow the link to view them. Students will also need to respond to questions based on what they've seen.

### Station 3:

In this station, students will be prompted to watch the video [From virtual to reality: How Tilt Brush is changing the landscape of art-marking](#) (5:18) and respond to questions about it. They will also be asked to create a 2D image using any drawing or painting app that they already have installed on their computers and share their image in their digital notebooks.

**Additional note:** Depending on the number of students and IMVR kits available, students may need an extra lesson to complete all tasks.

## 4

**Check for understanding**  
(5 - 10 minutes)

After everyone has completed the assigned tasks, students to discuss:

- What was their experience like creating on Tilt Brush?
- What did they like about it? What were their challenges?

Students can also submit their completed digital notebooks for teachers to review upon completion.

Differentiation for students with additional needs	Extension ideas	Video tips
<p>Some students may opt to dictate or film themselves responding to the questions and tasks, instead of writing down their answers.</p> <p>Instead of completing all tasks, some students may be asked to complete just a few pages from their digital notebooks. For example, instead of viewing and responding to all three HHVR 3D models, some students may complete just one or two.</p>	<p>For future lessons or extension lessons, students may attempt to render the 2D images they created into 3D using Tilt Brush.</p>	<p>Sharing top tips when using Tilt Brush for beginners.</p>

## Curriculum Connections

### Australian Curriculum Version 9.0

#### Year 7 & 8 - The Arts: Visual Arts

##### Creating and making

- generate, document and develop ideas for artworks (AC9AVA8C01)
- select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning (AC9AVA8C02)

### Cross-curriculum priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

### General capabilities

- ✓ Literacy
- Numeracy
- ✓ Digital Literacy
- ✓ Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding