

This resource consists of a film and a short article exploring the way that generative AI tools are being used to create artworks and a list of tips to help make art creation more successful.

### Before watching the film

Ask pupils to discuss who they think 'owns' an original artwork - and what they understand by the term 'copyright'.

### After watching the film

#### Vocabulary check

Start any follow-up activities by ensuring that pupils understand all the vocabulary used in the resource – you could create a class glossary to clarify the meaning of any new or specialised terms introduced in the resources.

### Discussion

The resources could be used as a starting point for paired and small group discussions, with a focus on the positive opportunities AI technologies offer. Provide some suggested talking points to get the conversation started.

- Could the ability to create amazing artworks in any style using generative AI tools make us all more artistic and creative?
- How can you create artwork ethically and responsibly using AI tools?
- Should there be a way to tell if an artwork is an original, or an AI version that used the original as a reference? If so, how?
- There will always be a place for human artists and creators as they are more authentic and real.

### Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, pupils could play the roles of an artist whose original work has been used as a reference image for an advert, asking the advertising producer to give proper credit for their work, and discussing a license agreement for use.

### Other activities

Create a template for a permission document that an artist must sign before their work can be used in an AI tool.

## CURRICULUM LINKS

The activities on the previous page link to the following statutory **RSE, Health Education and Citizenship** subject content for KS4:

Statutory KS4 subjects	Pupils should know:
<b>RELATIONSHIPS EDUCATION:</b> Online and Media	<ul style="list-style-type: none"> <li>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>How information and data is generated, collected, shared and used online.</li> </ul>
<b>HEALTH &amp; WELLBEING:</b> Internet Safety and Harms	<ul style="list-style-type: none"> <li>How to identify harmful behaviours online and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
<b>CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</li> </ul>

## LINKS TO OTHER SUBJECTS

### ART & DESIGN

#### Discussion questions

Pupils could explore issues related to how artists and makers have traditionally communicated their ideas, and the potential impact of generative AI technology on art and design.

- Should we call a generative AI tool an artist or creator, or is it just making a copy of original art?**
- Generative AI tools are just another medium for artists and creators to use to express themselves.**

### MEDIA STUDIES

#### Discussion questions

Pupils could explore the relationship between technology and media products and the conventions of media language.

- If an artist or creator puts their work online, have they basically given permission for it to be reused or copied?**