

SUBJECT MEDIUM TERM PLANNING - SUBJECT

<p>Year Group: 1</p>	<p>TERM: Autumn 2</p>	<p>Theme: Digital Painting</p>
<p>National Curriculum:</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		
<p>Context: - Pupils will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p>Concepts: Computer skills</p>	<p>Vocabulary: Technology, computer, mouse, keyboard, tools, paint program, paintbrush, erase, fill, undo, feelings, colour, brush style, Wassily Kandinsky, primary colours, Henri Matisse, Piet Mondrian</p>
<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • How to switch their device on • How to use a mouse and a keyboard • How to save and retrieve digital work 	<p>Future Knowledge:</p> <ul style="list-style-type: none"> • To use devices to create digital media (Year 2) • To use devices to create and present information (Year 2) • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. (KS2) 	

End points /by the end of this unit pupils will..

- Be able to make marks and lines on a screen and explain which tools were used.
- Be able to draw a picture using the paint tools.
- Be able to use the shape and line tools to recreate the work of an artist.
- Be able to choose appropriate shapes and colours to create a picture in the style of an artist.
- Be able to explain that different paint tools do different jobs.
- Be able to explain which tools were helpful and why.
- Be able to use dots of colour to create a picture in the style of an artist.
- Be able to identify differences between painting a picture on a computer and on paper.
- Be able to state preferences over painting on a computer and on paper.
- Be able to describe ways to behave online that do not upset other people.

Lesson Number - 1

Key learning: To describe what different freehand tools do.

Concepts:
Computer skills

Lesson structure: Introduction, direct teaching, activities, key questions

Success Criteria:

- I can make marks on a screen and explain which tools I used.
- I can draw lines on a screen and explain which tools I used.
- I can use the paint tools to draw a picture.

Suggested resources:

Flipchart

Chromebooks / I pads

Paintz.app

Engage:

Ask the learners if anyone has used a painting program before. Discuss the types of software they have used on their own devices, e.g. Microsoft Paint, Paintz (paintz.app), [Sketches](#) for iOS, etc.

Introduce:

Tell the learners that during this unit they are going to be learning how to paint using digital devices.

Open the painting program and show the learners the different parts of the window:

- The white area is the drawing space
- The buttons at the top/side of the window are called tools, and they all have different jobs

Show pupils some of the tools used for freehand painting and ask them to guess / tell you what they can do.

P&C

In this activity, learners will gain the key skills to paint on a screen by clicking on the different tools and working out what they do.

Tell the learners that one of the best ways to find out how a computer program works is by exploring and trying out.

- Show the learners how to access the painting program.
- Within the painting program, point out the paintbrush, pencil, eraser, fill tool, spray can and undo tools (show images of these on the flipchart). Q – Have you spotted any of these tools already in the program?

- Choose a tool, e.g. the pencil. Q – what do you think this tool will do? Model making marks on the page and ask the learners to describe what the tool has done, e.g. drawn a line/painted a mark on the page.
- Show pictures of the 6 tools we are focussing on. Tell the learners that they are going to become detectives and work out what the tools shown on the slide do, using their own devices.
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Allow learners time to access the painting program and tinker / experiment with the tools shown.

Support: You can vary this activity according to learner experience. For example, offer more/fewer tools depending on the learners' experiences as assessed in the introduction.

Support: Some pupils may need support / step by step reminders on how to log on to the Chromebooks (if using them).

Independent

Bring the learners back to the carpet and ask them to demonstrate what they have found out. Q - what does each tool do? Q - Did anyone find out anything else?

Ask the learners to share their experiences with the group.

Tell the learners that they are going to try to use the tools they have learned about to create a picture of themselves.

- First, show the learners how to clear their image/get a blank page.
- Model the process of drawing a picture of your face, with the learners scaffolding the steps needed to create the picture. "I want to draw a circle for my face. Which tool should I use?/Why? Which colour shall I use? How do I do this?"
- Draw a circle for the face, then colour in the circle using the fill tool.
- Model what happens when you fill a circle that is not fully closed, and show learners how to use the undo button.
- Redraw the circle and ensure that it is continuous and model filling again.
- Tell the learners that you want to add some white for the eyes. Then choose white and keep the paint pot selected. Ask "What happens?/Why?" Remind the learners that they need to go back to using a paintbrush/pencil tool after filling a shape.

- Continue to build up the picture using freehand tools, e.g. spray can for the hair.
- Remind learners how to get a blank page. Allow learners time to create their own digital paintings.

You should use this time to question learners about the different tools they use.

Stop the learners at an appropriate point and show them how to save their work.

Deepen

Learners can share their portraits either with each other or with the whole class. Encourage the learners to explain which tools they have used to create their picture.

Reflection

Use thumbs up / thumbs down for pupils to assess how they feel against the following statements:

- I can make marks on a screen and explain which tools I used.
- I can draw lines on a screen and explain which tool I used.
- I can use the paint tools to draw a picture.

Vocabulary: paint program, tool, paintbrush, erase, fill, undo

Lesson Number - 2

Key learning: To use the shape tool and the line tool to paint a digital picture.

Concepts:
Computer skills

Lesson structure: Introduction, direct teaching, activities, key questions

Engage:

Q – what is abstract art? Abstract art is art that has no subject and is made up of shapes, lines and colours.

Show some examples of abstract art.

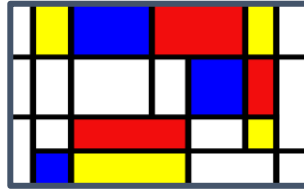
- Success Criteria:**
- I can make marks with the shape and line tool.
 - I can use the shape and line tools effectively.

Suggested resources:
Flipchart
Ipads / Chromebooks
Paintz.app

- I can choose appropriate shapes.
- I can choose appropriate colours.
- I can use the shape and line tools to recreate the work of an artist.

Introduce:

Show the learners the painting by Piet Mondrian and tell them that he was an artist who was born in 1872 and died in 1944 at the age of 71.



Q – what shapes and colours can you see in the painting? Discuss that in this painting, Mondrian used primary colours: red, yellow, and blue. Primary colours cannot be made from mixing colours together, but they can be mixed together to make other colours.

Discuss that to create a Mondrian-style picture in a painting program, an initial square is drawn and then divided into smaller shapes using straight lines.

Encourage the learners to think about which of the 6 tools from the last lesson would be best to recreate the painting shown. Ask learners about how useful each tool would be.

- Paintbrush? (We don't need freehand lines)
- Pencil? (We don't need freehand lines)
- Eraser? (We don't need to rub out freehand lines)
- Paint pot? (Good for block filling shapes)
- Spray can? (Not appropriate)
- Undo tool? (Helpful if our squares/lines go wrong or we colour in a block the wrong colour)

Ask the learners what other tools they will need (square and line tools).

P&C

Give pupils to chance to create a piece of art in the style of Mondrian. Show them the steps to success:

1. Draw a square
2. Add some horizontal and vertical lines

3. Fill in some of the block using primary colours.

- Model opening the painting program and get the learners to guide you through the task of creating a piece of Mondrian-inspired art based on the steps to success.
- Model the use of the shape and line tools (trying to get lines as straight as possible).
- Also make some mistakes and model the use of the undo tool.
- Finally ask the learners to remind you about the primary colours that can be used, and colour some shapes using the fill tool.

Pupils save their work.

Support: Some learners may wish to use the self-assessment sheet as a guide to support them while they make their own digital paintings.

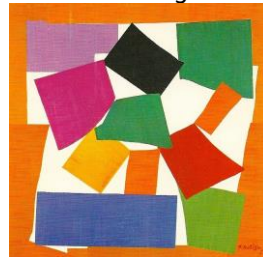
Challenge: Can you make a picture in the style of Mondrian starting with a different shape?

Independent

Bring pupils back to the carpet.

Show the learners the picture of Henri Matisse, and tell them that he was an artist who was born in 1869 and died in 1954. Tell the learners that in his later years when he became ill, Matisse created collages made from cut-up pieces of paper.

Q – how do you think Matisse made this picture?



Q – what do you see when you look at the picture?

Q – Can you see a pattern?

Q – What type of animal do you think Matisse was thinking of when he made the picture?

Explain that Matisse had been drawing lots of images of snails before creating this picture. Show image of picture with a spiral of a 'snail' drawn on.

Q – what colours can you see?

Q – what shapes can you see?

Q – how could we make these shapes on our devices?

Discuss the tools used so far to decide which would be useful and which wouldn't.

- Paintbrush/pencil? (They don't need freehand lines; some learners may choose to use this but encourage them to use shapes at this point)
- Eraser? (They don't need to erase freehand lines at this point)
- Paint pot? (Good for block filling shapes)
- Spray can? (Not appropriate)
- Undo tool? (Helpful if their shapes go wrong or they colour in a block the wrong colour).

Ask the learners what other tools they will need (shape tools).

Ask children to help you create a version of "The Snail" artwork. Encourage them to describe the task to you.

- Model drawing a bright square to start the piece.
- Demonstrate drawing a large white square inside (or multiple shapes) to create some white space.
- Draw four different large shapes in each corner of the white square in different colours.
- Then show the learners how to build up the spiral using different shapes.

Allow the learners time to create their own interpretations of Matisse's 'Snail'. Save their work once finished.

***Challenge:** Learners could use freehand drawing tools (paint/paintbrush) and other tools (e.g. the line or polygon tool) to explore creating their own shapes. (NB polygons do not appear in the Year 1 maths objectives). Learners may want to combine the use of two tools, e.g. line and freehand tools, to create different shapes.*

Deepen

Recap that Piet Mondrian create his pictures using paint and Henri Matisse created his pictures by cutting and ripping paper. Talk to the learners about whether they would have preferred to make their pictures today on paper instead of using their digital devices, and ask them why that is.

Reflection

Learners can share their work with a partner or to the whole group. Discuss how easy/difficult the learners found creating their pieces of work today.

Vocabulary: primary colours, shape tool, line tool, fill tool, undo tool, Henri Matisse, Piet Mondrian

Lesson Number - 3

Key learning: To explain why I chose the tools I used.

Concepts:
Computer Skills

Lesson structure: Introduction, direct teaching, activities, key questions

Engage:

Recap the definition of abstract art.

Q – Which other artists that create abstract art have we looked at so far?

Introduce:

Introduce the learners to Wassily Kandinsky. Tell them he was born in 1866 and died in 1944. Discuss that Kandinsky created abstract art. Tell the learners that Kandinsky was an ‘Expressionist’ — he wanted to use art to express his feelings and emotions.

Show pupils pictures of the tools we have used so far. Tell the learners will be thinking about what they look like, what jobs they do, and which tools are best for the piece of art they are going to create.

Success Criteria:

- I know that different paint tools do different jobs.
- I can choose appropriate paint tools and colours to recreate the work of an artist
- I can say which tools were helpful and why.

Suggested resources:

Flipchart
Ipads / Chromebooks
Paintz.app
Paper
Felt tips / crayons

P&C

Tell the learners that today they will be looking at 'Squares with Concentric Circles' created by Wassily Kandinsky. Ask the learners how they think Kandinsky made this picture (using watercolour paints, gouache paints, and crayons). Encourage the learners to use their imagination to answer the other questions on the slide.



Q - what shapes can you see in the painting? (squares and circles).

Q – what colours can you see? How do they make you feel?

Q – how could you recreate this work using digital devices?

Encourage learners to suggest specific tools and to explain why these tools would be good for the job (e.g. shape tools could help them to make the squares and circles, they could use the paintbrush tools to create our own circles, etc.)

Tell them that they are going to do a quick draw/write activity to show the feelings/colours we are going to portray in our paintings. Hand out pieces of plain paper that are divided up into sections, e.g. 4, 6, 9 squares (depending on learners' skills). Ask the learners to draw/write the feelings/emotions that they are going to portray/show in each box. You could model this on a piece of A3 paper and discuss the colours that you might use for each feeling, e.g. happy = yellows, love = reds, etc.

Independent

In this activity, learners get to create their own 'Squares with Concentric Circles' paintings.

You could model splitting the digital canvas into 4/6/9 sections using the line tool and then create the different squares in different ways, paying attention to the A3 feelings/emotions sheet. For example:

- Square 1 could be block-filled, and then you could use the circle/fill tool to add the concentric circles (sad = blues)
- Square 2 could be made by colouring in the box freehand using a chosen brush style, and circles could be added using a different freehand brush (yellow = happy)

- Remind learners that all shapes should join up (i.e. no gaps) and that lines should meet the edges of the canvas so that the paint doesn't 'spill out'.
- Tell the learners that they can use different tools today to complete their digital painting, but that they should think about which tools are most effective/helpful so they can fill in the assessment sheet.
- Share the self-assessment sheets with the learners.

Allow learners time to create their own 'Squares with Concentric Circles' paintings.

Challenge: You could challenge learners to use other tools available in the chosen painting program.

At an appropriate point in the lesson, ask the learners to save their work. Some learners may need support with this.

Deepening

Pupils complete their self-assessment sheets.

I chose the _____ tool because:

- *It looked just like the artist's work*
- *It was easier to use than other tools*
- *It was quicker to use than other tools*
- *My work looked better using this tool.*
- *It helped me to make my work look the best that it can be*

I didn't choose the _____ tool because:

- *I don't know what this tool does.*

- *It didn't make my work look like the artist's work.*
- *It was harder to use than other tools.*
- *It took more time to use than other tools.*
- *Other tools worked better for me.*

***Scaffolding opportunity:** For filling in the self-assessment sheets, to support learners with their answers, they could pick from a multiple choice list of reasons.*

Reflection

Look at some examples of the learners' work. Ask learners to explain how they created their pieces, what tools they used and why they thought these were best for the job. It may help learners to refer to their assessment sheets at this point. You should bring learners back together and discuss why they chose the tools they did during the task.

Vocabulary: tools, feelings, colour, brush style, Wassily Kandinsky

Lesson Number - 4

Key learning: To use a computer independently to paint a picture

Concepts:
Computer Skills

Lesson structure: Introduction, direct teaching, activities, key questions

Engage:

Show different images of pointillism by George Seurat.

Q – what do you notice about these paintings?

Q – what can you see in the paintings?

Q – How do the paintings make you feel?

Introduce:

Introduce the children George Seurat (1859 – 1891). He created pointillism, which is making paintings using dots of paint.

Show the following painting.

Success Criteria:

- I can make dots of colour on the page.
- I can change the colour and brush sizes.
- I can use dots of colour to create a picture in the style of an artist on my own.

Suggested resources:

Flipchart

Ipads / Chromebooks

Paintz.app



Discuss the things pupils can see in the picture and how it makes them feel.

Q – is it abstract art? (No because it has a subject)

Q – how do you think he created this picture?

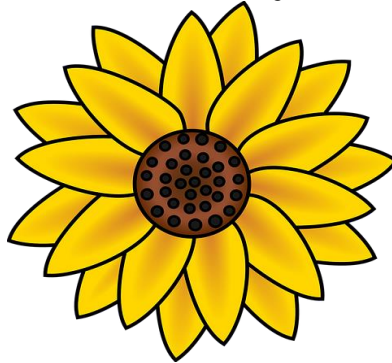
You can also take a closer look at this piece of artwork via this link:

<https://artsandculture.google.com/asset/the-canal-of-gravelines-in-the-direction-of-the-sea/hAEKgeRt34rG0w?hl=en>

Tell pupils that they are going to create a pointillist digital painting of a sunflower. Look at a picture / painting of a sunflower.

Q – what shapes can you see?

Q – what colours can you see?



P&C

Pupils think about the tools they have used over the past few weeks.

Q – which tools would you use to help you create a pointillist sunflower?

- Paintbrush? (Good for painting dots)
- Fill tool? (Not really needed today)
- Spray can tool (Good for painting dots, but they need more control over where the dots go to create their picture today)
- Pencil? (This could be too thin for creating visible dots/harder for some learners to see)

- Undo tool? (Good for taking away mistakes/misplaced dots)
- Eraser? (Could be helpful for removing stray dots)
- Shape tools? (They could make the dots out of circles, but this would be time-consuming)

Independent

Tell the learners that they will be working independently to make their pictures today, but that you will support them with saving their pictures if needed.

Ask the learners to remind you how to open the paint package.

Model the process of painting the picture:

- Ask the learners which tools/colours they would start with. Choose the paintbrush tool and the colour dark brown.
- Discuss how to change the size of the paintbrush, and that larger dots would take less time but that smaller dots allow learners to add more detail to their pieces. Choose an appropriately sized brush and begin to create the centre circle of the sunflower using dots of colour.
- Once the main circle is complete, model using other, lighter colours of brown to add further dots to represent the seeds.
- Change the brush colour to yellow and model painting the shape of the petals. Once you've added some petals, model using an orange/darker yellow to add some detail to the petals.

Allow the learners time to create their own pointillist sunflower paintings.

Scaffolding opportunity: Have images of sunflower on the tables / around the room for pupils to use as a stimulus.

Alternative Task: the stimulus that pupils use could be linked to a class topic instead.

Deepening

Look at some examples of the learners' work. Allow time for other learners to comment positively on the digital paintings.

Discuss whether learners needed support today or whether they were able to carry out the task independently.

Reflection / Assessment

KAHOOT Quiz (end of unit assessment) using questions from lesson 4.

Vocabulary: Georges Seurat, Pointillism, brush size

Lesson Number - 5

Key learning: To compare painting a picture on a computer and on paper

Concepts:
Computer Skills

Lesson structure: Introduction, direct teaching, activities, key questions

Success Criteria:

- I can explain that pictures can be made in lots of different ways
- I can spot the differences between painting on a computer and on paper
- I can say whether I prefer painting using a computer or using paper

Suggested resources:

Cotton buds, paint, paper, water, aprons, and associated materials for the practical painting task.

Access to the pointillism pictures created in the previous lesson.

Flipchart

Self-assessment sheet

Engage:

Tell pupils that there are lots of different ways in which people make pictures, and ask the learners to name some of these. (e.g. Paint, draw, ipad, computer, camera)

Show some different images. Can pupils work out how they have been created? Why do they think this? (E.g. felt tips, chalk, crayon, paint, computer)

Introduce:

Tell the learners that today they are going to focus on painting methods. Remind the learners of the paintings they completed in the last lesson, based on an example of Pointillism by Georges Seurat. Show learners some of their paintings from the last lesson, either via the computer or as printouts.

Tell the learners that, during this lesson, they will create their own paintings of sunflowers again, only this time using cotton buds and paint instead of computers.

Graphing programme (e.g. google J2Data) for class vote at the end

Tell the learners that once they have completed their pictures, they will compare the two methods of painting and talk about the differences and which method they preferred best. Encourage learners to think about this while they complete their paintings today.

Independent

Allow the learners time to create their own sunflower paintings on paper using paint and cotton buds. (NOTE – if used a different stimulus linking to class topic in the previous lesson, then keep it the same for this lesson).

Deepening

Bring the learners back together and discuss their preferences:

- What were the differences between painting using a computer and painting on paper?
- Which piece of work looked best?
- Which method did they prefer?
- Which method was easier?
- Did they find anything difficult?

Pupils then complete self-assessment sheet.

I like painting using a computer because...

I like painting on paper because...

I like painting on _____ BEST because...

The BEST piece of art I created was made using a computer / paper. I like this painting the BEST because...

Scaffolding opportunity: For filling in the self-assessment sheets, to support learners with their answers, they could pick from a multiple choice list of reasons.

Reflection

At the end of the lesson, have a class vote on the question:

- “Do you prefer using computers or paint and paper to create your paintings?”

Try to represent the children’s votes pictorially (e.g. using a pictogram / tally chart / graphing program).

Discuss the results and reasons for the results based on answers from the assessment sheets. (This discussion could be used to inform activities in future art lessons.)

Vocabulary: Pictures, painting, computers, like, prefer, dislike

Lesson Number - 6

Key learning: I can describe how to behave online in ways that do not upset others and give examples.

Concepts:
Online safety

Engage –
Knowledge map assessment from Project Evolve for Year 1 – Online Bullying

- Success Criteria:**
- Recognise that certain behaviours online can upset others.
 - Give examples of behaviours that are unlikely to upset others.
 - Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)

Suggested resources:
Project Evolve resources – Year One: Online Bullying
Flipchart

Introduce -

Introduce Merri the Monster (or another character that pupils may relate to!). Explain that you will show learners a number of different online behaviours (and behaviours around the use of technology) and they have to decide if Merri would be upset by that behaviour

Practise and Consider -

A range of different examples are provided around sending messages, participation in online games and shared use of technology. You may wish to choose a selection of these depending on the needs of your class or add/change examples according to your learners' experiences.

Depending on learners' experience and understanding, you may wish to also extend the discussion and ask them to consider the specific emotions that Merri might feel in that situation. Some learners may also talk about the difference between their emotions and that of others (e.g. 'That would make me cross but I think it would make Merri feel sad', etc.).

Scaffolding opportunity – Include visuals of emotions on the flipchart to support children in identifying an appropriate emotion.

Scaffolding opportunity - If learners find this task tricky, you may wish to get them to consider the scenarios the other way around (Merri doing or saying something to them) and consider if they would be upset by these behaviours.

Independent – generate a list of Top Tip Do’s and Don’ts (ideas are provided). This could be a collaborative activity as a class on the carpet, or pupils could split into small groups to generate some ideas and then bring everyone back together to decide on their favourites.

This could be typed up by the teacher and displayed in the classroom by the computer area.

Reflection / Assessment –

Complete knowledge map “assess impact” on the lesson.

Vocabulary: behaviour, online, bullying, emotions