

All in the imagination

Developing Ideas and
Making Things
Happen

Year 1

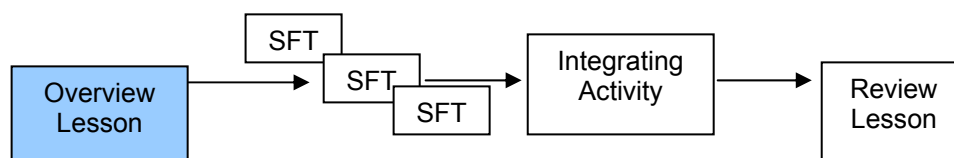
Learning objective: *I can.....*

Lesson 6 of 6

PoS 2d, 4a

Create a representation of a real or imaginary
situation

QCA Unit: 1A



Resources:

Print out of Scenario examples.pdf or these can be shown as a presentation using Scenario examples.ppt (We have also provided 'Scenario Examples as Web Pages' so it can be used through the internet on machines which do not have Powerpoint).

Software you could use:

Fresco in Red Level, Colour Magic on Yellow Level or 2Paint+

Support files:

Images found in folder 'Lesson 6 support files.'

URL:

Setting the scene: (5 mins)

Share the learning objective with the class.

Explain that today they are going to use the brush tool to draw their own objects on to the scenario backgrounds provided.

Main Input (20 mins)

Away from the computer

Show the children the different types of backgrounds that have been provided for them. This can either be done by printing out the 'Scenario examples.pdf' file or by using Powerpoint to present the images from 'Scenario examples.ppt'.

Next discuss with the class what sort of objects they might want to add to the backgrounds. What would you want to add to the In Space image? What could we add to 'The Playground' image and so on. At this point if you feel it is necessary you could record their ideas for the children to refer to when completing the task.

At the computer

Load one of the images from the 'Lesson 6 Support Files'. This can be done by opening a Graphics program e.g. Colour Magic, Fresco or 2Paint+. Click on Open. Find the folder 'Lesson 6 Support Files' and finally click on the appropriate file name.

Discuss with the class what you might draw on the background you have just chosen. Ask the children which icon they had to click on to draw their monsters? Where did they have to click to change the colour of the paint? Follow their instructions and then draw an image on top of the background you have just chosen. Ask a couple of children to come up and demonstrate the process by drawing a few more objects.

Remind the children of the undo button if they make a mistake.

Activity – short focussed task (15-20 mins)

The children are each given an opportunity to add their own images onto the backgrounds provided. You may want to tell each child which background they have or let them decide. Either way the pupils will need the correct file to be loaded for them. Some of the completed pictures can be printed off and added to the class display.

Review and recall (10 mins)

Review the learning objective with the children. As a class look at the different pictures the children have created. Use the key questions below to focus the discussion.

Key questions to ask and to display:

What did you draw/ add to the background to complete the picture? Why did you choose to draw that? Why do you think decided to add to his/her picture? Which tool did we have to use to draw on to the pictures?

Vocabulary:

Brush, Print

Teaching Points:

Make sure that when saving the children's work the 'Save As' option is used and the file is given a different name, otherwise the child's work will be saved over the original image.

Assessment Opportunities:

How well could the children explain their decisions for using including specific items in their pictures?

This activity also provides the opportunity to assess the following skills/techniques:

'I have used the brush tool to draw'

'I have changed the brush tool colour'

'I have printed my work'

Unit Review:

This may take place as part of the discussion at the end of this lesson or as a separate lesson. Ask the children to recount all the different things they have learnt in ICT this half term. During the discussion emphasise to the children that for everything we did we had to make some sort of decision e.g:

Which clothes to put on Teddy.

Which food to choose for our meal.

Where to go in the adventure.

What colours to use to make our monster scary.

What objects to add to the background to complete the picture.

Finally discuss with the children how some of the things they did on the computer were like real life and some were not, e.g.

Putting the clothes on Teddy – did you need to move the arms and legs to put the clothes on using the computer?

Putt Putt – Were the animals Putt Putt met at the zoo like animals we would find at the zoo?

Can cars really talk? Etc.