

Squares, Squares Everywhere

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

Exchanging and Sharing Information

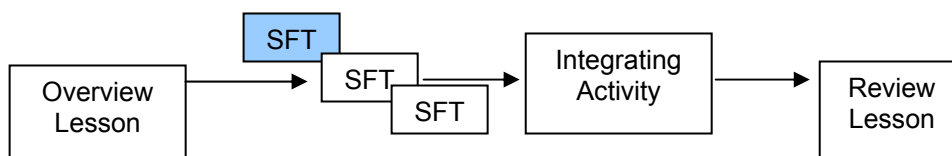
Year 2

Lesson 1 of 4

PoS 3a

Use the brush tool to create joined up lines

QCA Unit: 2B



Resources

Visual aid of enlarged brush and undo tool icons.
Cardboard Squares of various sizes.
Paint and brushes of various sizes.
Large paper

Software you could use:

Black Cat Fresco or Colour Magic

Support files:

Square1.pdf and Square2.pdf. These show an example of the support files you will need to create in the graphics program the children use in your class.

Setting the Scene: (5 mins)

Ask the class how many different ways they can think of to make a mark on a piece of paper, ie. Crayons, pencils, paintbrushes etc. Do all crayons/pencils/brushes look the same? How are they different? E.g size, colour.

Main Input: (20 mins)

Away from the computer

Stick the square on a piece of large paper. Ask a child to use the paint and brush to draw around the square, as close as they can without touching it.

If this is successful then see if they can repeat the activity with a thicker brush.

Next place 3 squares on the large paper and ask a child to draw around each one individually, again as close to the squares as possible but not touching them. The lines should not touch each other either.

At the computer

Before demonstrating this activity make sure the line tool is set to a convenient size – too thick can be as inconvenient as too thin. If the program has a configure option remove as much unwanted clutter from the screen as possible. You will need to make sure the line, fill and undo tools are available on the toolbar.

Explain that we are going to use the computer to draw joined line around the square. Demonstrate how to select the line tool and draw a line around the square. Remind the children to constantly hold down the left hand mouse button while they are drawing the line. Emphasise you want to make sure the lines do not touch

Squares, Squares Everywhere (continued)

the shapes but are as close as possible. Show the children the Undo button and how they can use this if they make a mistake. Ask 1 or 2 children to come to the computer and have a go themselves. Then open Square2 and demonstrate how to draw a line around all three of the squares individually, following the same rules as the activity away from the computer. Again remind them how to use the undo button if they make a mistake. Ask 1 or 2 children to come to the computer and have a go themselves.

Activity - short focussed task: (5 mins per child)

Each child is given the opportunity to practice drawing a joined line around the square. Depending on their level of success they can then practice drawing around the 3 squares.

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below.

Key Questions to ask and to display:

Which icon will let us paint on the computer?
What button do we click on if we make a mistake?

Vocabulary/functions:

line, undo

Teaching Points:

Make sure the children hold the left hand mouse button down constantly so they create an unbroken line. As an extension make the line thicker.

Assessment Opportunitites:

Discuss which method was easier, using the paintbrush or the computer. Which method is better if you make a mistake? Why?

What comes next:

How to draw perfect squares and circles. Lesson 2 "The Perfect Shape"

The Perfect Shape

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

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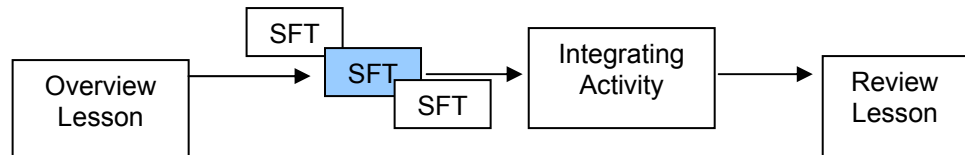
Year 2

Lesson 2 of 4

PoS 3a

Draw a perfect shape and fill it in.

QCA Unit: 2B



Resources

Visual aid of enlarged shape and fill tool icons.
Card visual aid of the control key on the keyboard.
Ruler and pens
Large paper

Software you could use:

Black Cat Fresco or Colour Magic

Setting the Scene (5 mins)

Recap on what the class learnt in lesson 1 – how to use the brush tool and undo a mistake.
Explain that today they are going to learn how to draw some simple shapes and to colour them in.

Main Input (20 mins)

Away from the computer

Ask a child to use the ruler and pen to draw a square on the board. Discuss with the children how easy or difficult this was. Can another child come up and draw a circle inside the square without touching the sides of the square.

Again discuss how easy/difficult this was with the class. Finally ask two children to colour in the circle and then the square in different colours. Were we able to do this quickly or did it take quite a while?

At the computer

A) Explain that you are now going to show the class how to draw a square with a circle inside it using the computer.

To draw a square:

- 1) Select the shape tool and click on rectangle.
- 2) Hold down the control button.
- 3) Move the mouse to the white part of the screen it will change into a rectangle.
- 4) Hold down the left hand mouse button and drag diagonally across.
- 5) Let go of the mouse button when the square is the size you want.

To draw a circle follow the same procedure but click on the oval shape. Make sure you hold down the control key while you draw the shape to create a circle.

Repeat the procedure again so you now have two squares with circles inside them.

Remind the children that if they make a mistake they can use the undo button.

Ask 1 or 2 children to come up and have a go at drawing the square with the circle inside.

The Perfect Shape, (continued)

B) Explain that you are now going to demonstrate how to colour in the shapes. Select the fill tool and choose a colour. Move the mouse over to the shape and highlight to the children how it now changes into a bucket.

Demonstrate how the tip of the paint that is coming out of the bucket is where the colour will appear. Move the tip over the circle and click so it is 'filled' with colour. Then select a contrasting colour and repeat the procedure with the square.

Ask 1 or 2 children to come up and have a go filling in the other circle and square. Make sure they use contrasting colours so it can be easily seen.

Again remind them how to use the undo button.

Activity - short focussed task: (5 mins per child)

Each child is given the opportunity to practice drawing 2 squares with circles inside, making sure the lines do not touch.

They can then use the fill tool to colour in the shapes.

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below.

Key questions to ask and to display:

What button on the keyboard do we press to create a perfect square?

Was it easier to draw a square on paper or the computer?

What about the circle?

Was it quicker to colour in the shapes on the paper or on the computer?

Vocabulary/functions:

shape, control, fill

Teaching Points:

Make sure the children hold the control key and left hand mouse button down constantly so they create a square and circle.

Watch out for the children flooding the whole screen when filling in the shapes, if this happens they can use the undo option.

Assessment Opportunities

Can the children identify the correct tool to use to draw and fill in a shape.

What comes next:

Creating joined lines using the line tool. Lesson 4 "Joining Lines"

Joining Lines

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

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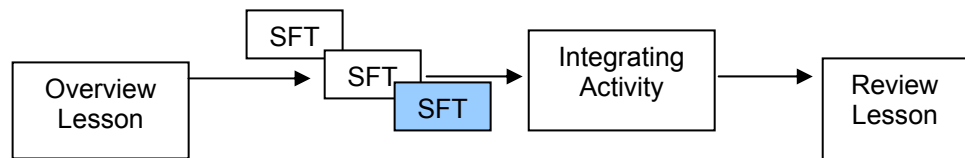
Year 2

Lesson 3 of 4

PoS 3a

**Use the line tool to create joined up lines, and
change their colour**

QCA Unit: 2B



Resources

Visual aid of enlarged line, fill and undo tool icons.
A collection of circle and rectangles
Some wool or string.

Software you could use:

Black Cat Fresco or Colour Magic

Support files:

Shapes.pdf gives an example of the support file which needs to be created prior to the lesson.

Setting the Scene: (5 mins)

Ask the children to name the shapes. What is different/similar about them?

Main Input: (20 mins)

Away from the computer

Ask the class to place the shapes into 2 sets, one of circles and one of rectangles. How could we use the wool to put a fence around each set? Get 1 or 2 children to create these fences using the wool.

At the computer

Before demonstrating this activity make sure the line tool is set to a convenient size – too thick can be as inconvenient as too thin. If the program has a configure option remove as much unwanted clutter from the screen as possible. You will need to make sure the line, fill and undo tools are available on the toolbar. Explain that we are going to use the computer to draw a fence around the circles and another fence around the rectangles. Demonstrate how to select the line tool and draw a line around the circles. You will need to draw 4 lines to create a complete fence around the shapes. Remind the children to constantly hold down the left hand mouse button while they are drawing the line. Emphasise you want to make sure the lines do not touch the shapes but are as close as possible. Show the children the Undo button and how they can use this if they make a mistake. Repeat the process with the rectangles. Ask 1 or 2 children to come to the computer and have a go themselves.

Activity - short focussed task: (5 mins per child)

Each child is given the opportunity to practice drawing a joined line around the circles and then the rectangles.

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Reiterate the key vocabulary listed below. Compare the work they have created on the computer with work they have created with pens in the classroom. Which method is easier – using a pen or the mouse? Why?

Key Questions to ask and to display:

What icon do we use to draw a straight line on the computer? (Show the children a selection of icons and ask them to choose the correct one.)

What is the name of the icon that will colour in?

Vocabulary/functions:

line, undo, fill

Teaching Points:

Make sure the children hold the left hand mouse button down constantly so they create an unbroken line
As an extension make the line thicker or the shapes bigger, can they still draw a fence around the shapes without touching them.

Assessment Opportunities

Can the children select the appropriate tool and draw a line.

What comes next:

An integrating activity using the tools and techniques taught so far in conjunction with a current art theme.
Lesson 4 2 – 'Painting Pictures'

Painting Pictures

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

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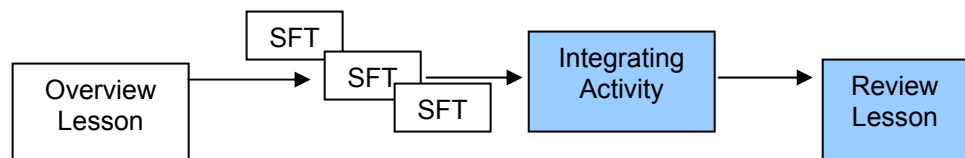
Year 2

Lesson 4 of 4

**PoS 3a and
4c**

Create a picture using a computer

QCA Unit: 2B



Resources

Enlarged icons of all tools used in 2b lessons
Enlarged icon of Spray tool

Software you could use:

Black Cat Fresco or Colour Magic

Setting the Scene: (5 mins)

This integrating activity should be completed in conjunction with the current class artwork. The introduction to this activity will be focused on discussion of the art activity, including the use of appropriate vocabulary, for e.g. line, colour, shape and texture and how these create different effects.

Main Input: (15 mins)

Away from the computer

Recap with the children the different tools they have used on the computer so far. Show them the enlarged icons, can they tell you what effect each one will create? Can they remember which button to use if they make a mistake? Show them the enlarged icon of the 'undo' button and ask if they can remind you where abouts it can be found on the screen. (This is usually at the top, whereas the tool icons are generally down the side of the screen).

At the computer

Show the class the enlarged icon of the spray can. Using the computer demonstrate the effect this tool creates and discuss with the class when you might want to use this. Also demonstrate how to change the colour of the spray. Discuss with the class how they might have created the same effect away from the computer, e.g using crayons and scraping techniques. Then demonstrate to the class how they can create a picture in connection with the work currently being covered in art. Emphasise that it is important they try out the different tools to create the effect they want. The undo button at this point is particularly important as they will often want to change their choice of tool, in order to achieve the best effect.

Activity - integrating task (30 - 40 mins per group)

This can be completed as a small group or in pairs to enhance discussion of the appropriate tool to use, and will be a piece of artwork in conjunction with the current art theme.

Suggested activities include:

Self portraits
Guy Fawkes Night
Diwali
Focus on Famous Artist/s
Water scenes
Mondrian
Focus on Famous Illustrator
And many more!!

Review and Recall (10 mins)

Bring the class together and review the learning objective. Ask similar questions to those below. Create a whole class gallery which can include computer generated and traditional creations.

Key Questions to ask and to display:

How can we create a perfect shape on the computer?
What is the name of the tool which will change the colour of the whole page?
What do we like best about each picture.
How could we have improved certain areas?
Was it easier/quicker to create a particular effect on the computer of using the traditional method?

Vocabulary/functions:

Spray tool, effects

Teaching Points:

It is not essential that every child completes the same art activity on the computer. Some children could create a different piece of art work in conjunction with the class art themes at a later date. If some children complete one particular piece of artwork on the computer and others use the more traditional methods this provides an invaluable opportunity to discuss the advantages and disadvantages of each method in the review and assessment section of this plan.

Assessment Opportunites:

Can the children identify the tools and their function which they have learnt about in this unit.

What comes next:

Year 4 Unit 4b "Graphics"