

# ICT SCHEME OF WORK



<b>Creating Pictures</b> <b>PoS: KS 1 1a 2a 3a</b>	<b>Yr 2: Unit 2B</b> <b>Creating Pictures</b>	<b>Class:</b> <b>Date:</b>
<b>Theme:</b> Children develop visual ideas for different purposes by using ICT & other methods. They use the features of an ICT graphics package to explore and realise their ideas & to identify ways to develop & improve their work. They will need to select & use simple tools (pen, brush, fill and spray) in their mark making, and understand that work can be easily amended & ideas can be tried out without spoiling earlier versions. They will learn how ICT techniques can inform other techniques and vice versa, and that sometimes a screen version is the final of a piece of work.		
<b>Where the unit fits in:</b> This unit assumes that children have some control of the mouse (Rollerball / Switch)		
<b>Vocabulary:</b> graphics    icon    pencil tool    brush tool    spray tool    flood fill    line    texture    save as		
<b>More obvious curriculum areas</b> <ul style="list-style-type: none"> <li>• Art</li> <li>• Design and technology</li> </ul>		
<b>Resources</b> <ul style="list-style-type: none"> <li>• A graphics package with a range of tools and edit features</li> <li>• Books showing the work of artists</li> <li>• Mouse or Rollerball</li> </ul>		
<b>Expectations</b> At the end of this unit: <b>Most children will:</b> use a graphics package purposefully, selecting the most appropriate tools and effects to meet their intentions <b>Some children will not have made so much progress and will:</b> use the tools in the graphics package to produce a picture <b>Some children will have progressed further and will:</b> use a graphics package to develop an image, selecting the most appropriate tools and effects, making modifications and corrections as they work.		

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Key Understanding	Key Techniques	Activity
<p>ICT can be used to create pictures</p> <p>ICT makes it easy to correct mistakes and explore alternatives</p>	<ul style="list-style-type: none"> <li>To save a document with a sensible name</li> <li>To use and control the paintbrush tool and to select colours from the palette</li> <li>To use eraser and undo tools to correct mistakes</li> </ul>	<p><b>1 Lesson</b></p> <ul style="list-style-type: none"> <li>Show an example of images produced on a computer. Discuss differences</li> <li>Introduce children to paint package. Demonstrate <b>brush</b> tool and <b>eraser</b> (highlight that this would not be possible with paint and paper technique). Demonstrate choosing a colour from the palette. Show children how to change palette. What would we do if we wanted to keep the picture to come back and use it again? Introduce <b>saving</b> using a sensible name.</li> <li>Demonstrate the <b>undo</b> tool – <i>how does this differ from the eraser tool in terms of ease of correcting mistakes?</i></li> <li>Children have a <i>free painting</i> session in which they are to explore the brush toolbar. Save work</li> <li>Review and discuss what children have discovered. Again, <i>how is it different to traditional paper based painting?</i></li> </ul>
	<ul style="list-style-type: none"> <li>To use the spray tool</li> <li>To use the flood fill tool to create a background</li> <li>To understand that the final product doesn't always have to be a printed one</li> </ul>	<p><b>1 Lesson</b></p> <ul style="list-style-type: none"> <li>Show children a night scene. Most of the things that can be seen in the picture are made by lights. What things do we see when it is dark – <i>moon, stars, windows, headlights...</i> Explain that we are going to make a picture by painting by light. Demonstrate <b>flood-fill</b> to fill the background with a dark colour.</li> <li>Now show children a bonfire night picture – again emphasise that what we can see is made up of points of coloured light.</li> <li>Introduce the <b>spray</b> tool and demonstrate how it can be used to produce an effect like the fireworks. Change colour and repeat.</li> <li>Ask children to produce their own fireworks picture – explain that our work will be displayed on screen – we are <i>not</i> going to print it out. Emphasize that electronically produced art on screen can be the finished product (this will also save on black ink!)</li> <li>When children have finished, view compositions</li> </ul> <p><b>HA EXTENSION</b> Children may like to experiment further with the brush tool in order to produce a bonfire at the bottom of their picture (In Fresco there is a 'fire' brush)</p>

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Key Understanding	Key Techniques	Activity
	<ul style="list-style-type: none"> <li>To be able to vary brush width and style</li> <li>To understand and use the grid tool</li> <li>To be able to use the flood-fill tool</li> </ul>	<p><b>1 Lesson</b></p> <p><b>NOTE</b> Straight lines can be produced in <i>Fresco</i> using the ‘grid’ tool or the ‘line’ tool – in <i>Colour Magic</i> use just the ‘line’ tool.</p> <ul style="list-style-type: none"> <li>Show children how to vary brush width and style. Ask them to draw a straight line. Discuss difficulty</li> <li>Introduce <b>grid</b> tool OR <b>line</b> tool. Explain that this makes it easier to draw straight lines that meet up</li> <li>Introduce <b>flood fill</b>. Explain that this is used to fill <b>enclosed</b> spaces. Demonstrate what happens when there is a gap in the enclosing space to be filled</li> <li>Introduce a piece of work by <i>Piet Mondrian</i> (neo-plasticism). Examine use of straight lines and flood fills in primary colours</li> <li>Children will produce a piece of work using Mondrian’s style</li> </ul> <p><b>HA EXTENSION</b> Children attempt to produce a more precise electronic copy of a specific piece by Mondrian. Discuss difficulties.</p>
	<ul style="list-style-type: none"> <li>To use filled and unfilled shapes</li> <li>To use the smudge tool</li> <li>To use a flood fill to create a background colour</li> </ul>	<p><b>1 Lesson</b></p> <ul style="list-style-type: none"> <li>Ask children to draw a rectangle using brush. Discuss difficulties – grid would make it easier. Do again with circle – very difficult with brush</li> <li>Explain that the paint package has a <b>shape</b> tool to make this easier. Demonstrate filled and unfilled shapes and relate this to brush colour</li> <li>Introduce work by <i>Mark Rothko</i>. Children suggest how such a painting could be emulated on a paint program. Examine edges of Rothko’s rectangles – they are blended into the background colour</li> <li>Demonstrate use of <b>smudge</b>. Explain that this can be used to blend colours one into the other</li> <li>Children produce Rothko style piece</li> </ul> <p><b>HA EXTENSION:</b> Ask children to explore the other effects tools on a separate document. Demonstrate to class.</p>
	<ul style="list-style-type: none"> <li>To use the mirror tool</li> </ul>	<p><b>1 Lesson</b></p> <ul style="list-style-type: none"> <li>Show the children some examples of stained glass windows. Children suggest which tools we could use to emulate this</li> <li>Examine a symmetrical stained glass window. Introduce the <b>mirror</b> tool. Demonstrate construction of a butterfly stained glass window</li> <li>Children produce their own butterfly stained glass window</li> <li>Review and print</li> </ul>

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Key Understanding	Key Techniques	Activity
	<ul style="list-style-type: none"> <li>To open image documents from other sources</li> <li>To modify an image to remove unwanted artefacts</li> </ul>	<p><b>1 Lesson</b></p> <ul style="list-style-type: none"> <li>Explain that we have used our painting package to <b>create</b> images. Introduce to the children that we can also use it to open images from another source (brainstorm <i>digital camera, scanner, somebody else's paintwork...</i>)</li> <li>Demonstrate opening a digital photograph. <i>How does this look different to a paint image?</i></li> <li>Explain that you can use paint programs to make an image look how you want it to. Show the children how to manipulate a photo of a face using the brush tool with <b>transparency</b> set to 50% (on Fresco you can use the <b>colourise</b> tool to do the same thing). This can be used to change the colour of somebody's hair with out losing the underlying texture. Recap <b>filled shapes</b> (clown's nose)</li> <li>Children open a photo of a face and turn it into a clown's face using techniques learned so far.</li> </ul>