Unit 2B Creating pictures

ABOUT THE UNIT

In this unit children develop visual ideas for different purposes by using ICT and other methods. They use the features of an ICT graphics package to explore and realise their ideas and to identify ways to develop and improve their work. They will need to select and use simple tools (pen, brush, fill, and spray) in their mark making, and understand that work can be easily amended and 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 version of a piece of work.

Children will be able to apply what they have learnt in this unit when creating work in design and technology, and art.

WHERE THE UNIT FITS IN

This unit assumes that children have some control of the mouse. Activities in this unit can be incorporated with work in art, and design and technology.

TECHNICAL VOCABULARY

- graphics
- icon
- pencil tool
- brush tool
- spray tool
- flood fill
- line
- texture
- save as

RESOURCES

- a graphics package with a range of tools and edit features
- books showing the work of artists

EXPECTATIONS

at the end of this unit

most children will: use a computer graphics package to create a picture; select the most appropriate tools to match their purposes

some children will not have made so much progress and will: use a computer graphics package to create a picture

some children will have progressed further and will: use a computer graphics package to create a picture; select the most appropriate tools to match their purposes; develop an image and modify and correct their work as they go

QCA

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
SETTING THE SCENE			
CHILDREN SHOULD LEARN		CHILDREN	
• **key idea:** that ICT can be used to create pictures	◆ Show the class examples of pictures created by older children using ICT, including print outs and images on screen. Discuss some of the features of the pictures and discuss how they are different from pictures produced using traditional methods.	• recognise that ICT can be used to create pictures	
SHORT FOCUSED TASKS			
• **key idea:** that ICT makes it easy to correct mistakes and explore alternatives • **technique:** to select and use simple mark making tools	◆ Look at and discuss examples of bold woodcuts, which are often used to illustrate children's books. Ask the class to consider how and why they might be effective for their purpose. ◆ Demonstrate how to select the brush and pen tools and how they can create different lines and textures. Show how the 'undo' command can fix a mistake or a mark that does not work. ◆ Ask the children to create their own 'woodcuts'. Ask the class to compare their work with work created using traditional methods. Also get them to discuss the effectiveness of their work in relation to their purpose.	• select and use appropriate tools	Children could refer to drawings in their sketchbooks to get them started. The textures of animals, such as hedgehogs, birds and fish make good subject matter. Children could carry out a similar task using traditional methods. Display the results of both methods and discuss the similarities and differences. A black screen will improve the visual effect of children's work but will use a large amount of toner if work is printed.
• **technique:** to use the flood fill tool to create highlights of colour • **technique:** to use 'save as'	◆ Show the class 'Yellow Islands' by Jackson Pollock. Discuss the rhythmic pattern created by the flowing black lines. Ask the children what colours other than black stand out and why they think the painting is called 'Yellow Islands'. ◆ Demonstrate how a black line can be taken for a 'walk' around the screen. Compare the effects created by flowing lines and angular lines. Show the children how to choose and use the flood fill tool to make coloured 'islands' within a picture. ◆ Ask the children to use the pen and flood fill tool to create lines and colours to express themes such as 'headlights in the city'. Alternatively, children could provide their own titles which convey how they have used lines and colours. ◆ Show the children how to save work using 'save as'.	• control the pen and use the flood fill tool to create visual effects • recognise that work can be saved using the 'save as' command	Children may not notice small gaps in their lines. Remind them about the 'undo' command if their fills leak. Children could use traditional methods to produce similar pictures and compare the results. The 'save as' command allows each child's work to be saved separately.
• **technique:** to select and use the straight line, geometric shapes and flood fill tools	◆ Show the class some examples of the work of Mondrian and identify the main features – horizontal and vertical lines, primary colours and white space. ◆ Demonstrate the use of the straight line and geometric shapes tools. Show how colours can be used to fill the shapes. ◆ Ask the children to create pictures in the style of Mondrian using the straight line and rectangle-drawing tools. Ask them to experiment with colour using the flood fill tool. They could create warm colour pictures, cool colour pictures and pictures in which one colour is made to stand out from the others. Display the work and discuss the results.	• use the straight line, geometric shapes and flood fill tools to match their purposes	
• **technique:** to select and use the spray tool	◆ Discuss the differences between light and colour when viewed on screen and in print, using two examples of the same picture. Introduce the idea of 'painting with light'. Demonstrate how to use the spray tool to select colours and patterns. ◆ Ask the children to create pictures of night scenes, *eg Guy Fawkes night or Diwali*. Ask them to use the flood fill tool to create a black screen and then to use mark making tools and various colours to explore the quality of light and colour on the screen.	• use the spray tool • choose colours and patterns to match their purposes	The teacher could include the children's work in a multimedia presentation, or exchange work with other schools using electronic mail, to reinforce the idea that an image on screen can be a final product. Children could use traditional methods, *eg crayons and scraping techniques*, to carry out a similar task. Display the results of both methods and discuss the similarities and differences.
INTEGRATED TASK			
• to select and use different techniques to communicate ideas through pictures	◆ Collect portraits that have a strong emotional element. Discuss the ways that feelings, like anger, sadness, fear and joy, can be represented visually and illustrate how artists use line, colour, shape and texture to create effects from the examples collected. ◆ Ask the children to use portraits from their sketchbooks, or photographs, as a starting point for their own portraits. Encourage children to use a range of techniques learnt in previous sessions.	• select the appropriate tools to create pictures that communicate ideas	Remind children that the 'undo' command can be used to correct mistakes or amend work. Children could use traditional methods to carry out a similar task. Display the results of both methods and discuss the similarities and differences.