Curriculum Coherence – Year 2 Computing

Term 3	2Paint: Creating Pictures	Scratch Jr

Values: respect, responsibility, co-operation, friendship, understanding

Prior Learning: used technology to create and present my ideas. - use the keyboard to enter text and change the colour, font and size of the text. - save their work and retrieve it again. add backgrounds, copy and paste pages, combine a mixture of text and images to share my ideas and learning, evaluate my work and improve its effectiveness, design and write algorithms, talk through code use different code blocks and commands such as 'repeat' and 'timers'

INTENT	IMPLEMENTATION	IMPACT

INTENT

KNOWLEDGE

2Paint

-how to use paint tools to recreate the artistic techniques of pointillism
-how to create repeating patterns
-how to save and share their work

Scratch Jr
-how to plan, create and evaluate an animation

CORE VOCABULARY

2Paint - Menu, tools, clip art, insert, colour filters, colour palette, share, template, open, save, background, undo, redo, zoom, eraser, fill tool, pen thickness, collage, technique

Scratch Jr - Tinker, app, coding language, algorithm, sequence, project, stage, background, run

HIGH LEVEL VOCABULARLY

2Paint - Impressionism, pointillism, surrealism, George Seurat, outline options, ecollage

Scratch Jr - blocks, edit, debug, repeat, sprite, background

Key Questions

What is pointillism?

How would you describe this technique?

How could we recreate this using 2paint a picture?

What is impressionism?
How would you describe Piet Mondrian's artwork?

Which tools can we use to create this effect?

What code can we write to make something happen?
How can command blocks for your desired outcome?
How can we fix errors?

IMPLEMENTATION

ACTIVITIES
2Paint unit 2.6
Lesson 1 I will understand the style of impressionism - Tinker with 2Paint, chn to share what the different tools are and how they work
Lesson 2 I will recreate a pointillist piece of art. Share examples of impressionist/pointillist art and talk about the technique used. Chn to use the tools on 2Paint to create a simple picture with this effect (set as a 2Do). Chn to save their work to create gallery.
Lesson 3 I will recreate the work of Mondrian -Share examples of art by Piet Mondrian (e.g. Broadway Boogie Woogie and Composition with Red, Yellow and Blue). Recap drawing lines, pen thickness and fill colour tools. Set 2Paint as a 2Do, chn to experiment and draw their own picture in this style then save.
Lesson 4 – I will use repeating patterns – Chn view the works of Morris. Use 2paint to recreate the repeating effects within his work and recreate in their own piece.
Lesson 5 – I will explore surrealism with eCollage - Introduce chn to the surrealist's artists and use eCollage to explore different surrealist techniques and create their own piece.
Scratch Jr
Lesson 1 I will tinker with block code-Tinker with Scratch Jr. W*hat do you notice? What can you find?* Share ideas and peer lead and collaborate ideas.
**Lesson 2 – I will create algorithms** – Chn create their own algorithms and instructions to create a specific goal within Scratch Jnr
Lesson 3 – I will use command blocks for effect. Chn explore using a range of different command blocks to create a specific outcome.
Lesson 4 – I will debug Chn work their way through the challenges in Rapid Router so look for ways to debug or problem solve within someone else's coding.
https://www.codeforlife.education/rapidrouter/

READING OPPORTUNITIES
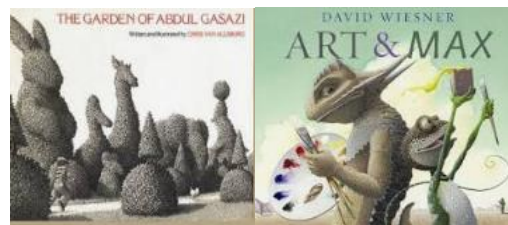
IMPACT

OUTCOMES
2Paint
PUPILS will know
-how can different tools be used to produce different artistic effects?
-different artists of the impressionist movement
-how to experiment with different ideas and techniques

will be able to
-Tinker with 2Publish/2paint
-Combine images and text
-Save and share their work

will understand
I can evaluate my work and improve its effectiveness

Scratch Jr
PUPILS will know
-why is it important to continually evaluate your game?
-how to problem solve and add improvements to their project

Will be able to
-tinker with Scratch Jr

will understand
I can use evaluate the effectiveness of my own and others' animations

NC OBJECTIVES:

Key stage 1 Pupils should be taught to:

♣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
♣ recognise common uses of information technology beyond school
♣use technology purposefully to create, organise, store, manipulate and retrieve digital content
♣ recognise common uses of information technology beyond school

SKILLS	CHALLENGE: 2 paint a picture upload a background image of their choice and manipulate this using the tools and ability to layer images to create a given style. In doing this, children demonstrate their ability to seamlessly use all aspects of the software and therefore greater depth. To efficiently store and retrieve their work from class folder. **Scratch Jr:** develop complex sequences of codes to program my animations with sound, text and movement. SUPPORT: 2 paint a picture With support children can create an image on 2Paint a Picture replicating an established style e.g., pointillism. Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image. **Scratch Jr:** with support develop a simple sequences of codes to program my animations with text and movement.	NEXT STEPS IN LEARNING Scratch Programming (Year 4 Autumn 1) Chn will progress from Scratch Jnr (iPads) to Scratch (PC/Laptop) ASSESSMENT OPPORTUNITIES: Can they use the correct artist style to create artwork? Can they manipulate the tools accurately? Can they save and overwrite files? Can they evaluate their artwork against the style? Can they write an algorithm to create an animation to move, speak or turn? Can they use command blocks effectively? Can they debug code to fix errors?
• Create impressionism e-artwork • Create pointillism e-artwork • Create repeated pattern e-artwork • Create surrealism e-artwork • Saving work regularly • Evaluating their own artwork • Create a program using command blocks • Create a simple program for animation • Debug coding to fix code		

PREPARATION FOR ADULTHOOD:

Chn will recognise common uses of information technology beyond school i.e e-digital artwork and algorithms for animation

Chn will know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content appropriately and safely

Chn will follow systematical steps in using online technologies and develop problem solving skills to solve problems and develop critical thinking

SMSC	LINKS TO Curriculum Areas
Spiritual –By understanding how technology can be used to create e-artwork developing an appreciation of artists and their styles. Linking a love of art through a discussion of feelings linked to artwork. To gain enjoyment through animation. **Moral –**Using technologies to develop creativity skills and well-being. What are restrictions to using e-artwork versus creating art with concrete resources. Which techniques develop a greater love of art. **Social –**Discussion of artists developing an appreciation of techniques used and emotions in response to art. Creating e-artwork making choices in collaboration about tools, colour, style. **Cultural -** Promoting an understanding of the history and wonder of art and artists. Developments in e-art crossing languages, countries and boundaries.	Art – Impressionist artists, Pointillism Mondrian and Morris. Surrealism. Great Fire of London artwork.