purple mash

Computing
Scheme of Work

Unit 2.6 – Creating Pictures

Year Group: 2
Number of Lessons: 5

From 2simple

Contents

Introduction

These lessons use the Purple Mash tool 2Paint a Picture. A user guide to this tool can be found in the Guides and Resources area of Purple Mash. These lessons explore some of the templates and functions of 2Paint a Picture alongside learning about artists and art movements. The other templates have help videos that could be used to add to the children's learning and fun. These are found by clicking the 🖥 button at the top right of the screen.

The lessons assume that children are logged onto Purple Mash with their own individual usernames and passwords so their work will be saved in their own folders automatically and can be easily reviewed and assessed by the class teacher.

If you are currently using a single login per class or group and would like to set up individual logins yourself, then please see our guide to doing so at Create and Mange Users. Alternatively, please contact support at support@2simple.com or 0208 203 1781.

If children have not used and logged onto Purple Mash before, they will need to spend some time learning how to do this before starting these lessons. Young children can be supported by having their printed logon cards (produced using Create and Manage Users) to hand.

These lesson plans make use of the facility within Purple Mash to set activities for pupils which they can then complete and hand in online (2Dos). This enables you to assess their work easily as well as distribute resources to all pupils. A teacher's guide to 2Dos can be found in the Teacher section: 2Dos Guide.

Note: To force links within this document to open in a new tab, right-click on the link then select Open Link in New Tab.

Year 2 - Medium-term Plan

Lesson	Aims	Success Criteria
1	To be introduced to 2Paint a Picture. To look at the impressionist style of art (Monet, Degas, Renoir).	• I can explain what is meant by impressionist art. • I can use 2Paint a Picture to create my own art based upon this style.
2	To recreate pointillist art and look at the work of pointillist artists such as Seurat.	• I can explain what pointillism is. • I can use 2Paint a Picture to create my own art based upon this style.
3	To look at the work of Piet Mondrian and recreate it using the Lines template.	• I can describe the main features of Piet Mondrian's work. • I can use 2Paint a Picture to create my own art based upon his style.
4	To look at the work of William Morris and recreate it using the Patterns template.	• I can describe the main features of art that uses repeating patterns. • I can use 2Paint a Picture to create my own art by repeating patterns in a variety of ways. • I can combine more than one effect in 2Paint a Picture to enhance my patterns.
5	To explore surrealism and eCollage	• I can describe surrealist art. • I can use the eCollage function in 2Paint a Picture to create my own surrealist art using drawing and clipart.

Lesson 1 - Introduction and Impressionism

Aim

- To be introduced to 2Paint A Picture.
- To look at the work of Impressionist artists and recreate them using the Impressionism template.

Success criteria

- Children can describe the main features of impressionist art.

- Children can use 2Paint a Picture to create their own art based upon this style.

Resources

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of impressionist art.
- Impressionism fact file from Appendix 1; this is a brief fact file for your own use.
- There is a 2Publish activity that children could use to create an impressionism fact file as an extension to this work. See the extension section of the lesson plan for ways that you might want to adapt this for your class. The activity can be found at Art Impressionism.

Activities

1. On the whiteboard, display some examples of impressionist art.

2. Ask the children to describe what they have in common if they can.

3. Talk about what impressionist art is using the fact file information or other information of your choice.

4. Show the children 2Paint a Picture. Explain that it is a drawing tool that helps you to create various painting effects and combine these effects to make pictures. When the tool is first opened, you get a choice of painting effects. We will be looking at some of them during the next few lessons.

5. Click on the Impressionism template.

6. Show the children how the tubes of paint have been 'squeezed out' and mixed in the palette on the left so they are ready for the impressionist artist to capture the impression. Colours can be selected

here and then mixed with more water to give a watered-down paint effect by clicking on the water pot to alter the level of water. Other colours can be accessed by clicking on the white arrows to rotate the palette of paint up or down.

7. Encourage the children to experiment with painting with watery paint and layering the effect with short 'brushstrokes'. Notice that the colour comes out in a mixture of tones to help create an impressionist appearance.
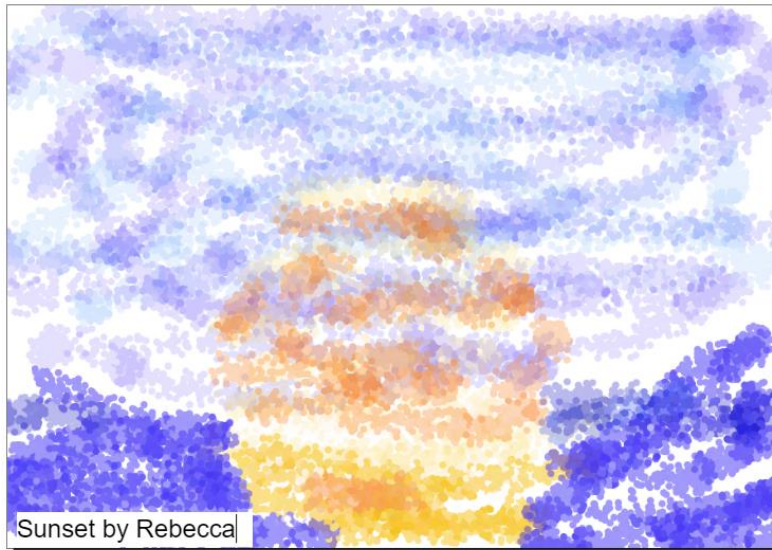

After some time for experimentation, encourage each child to create their own impressionist-style painting. Ask them to enter a title and 'sign' their art.

8. Children should all save their work in their online work folder by clicking on the save button and entering a name for their piece before clicking Save. If you have a class blog or display board, they could then share their work by clicking on the button.

(For further details about sharing work, see the [Sharing Work Guide](.).)
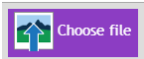
9. Extension exercise: Set the 2Publish file as a 2Do for the class. Children should open this and add their picture to it along with some accompanying details.

10. To add their own picture to a picture box. First, click on the green 'plus' symbol at the bottom of the clip-art picker:
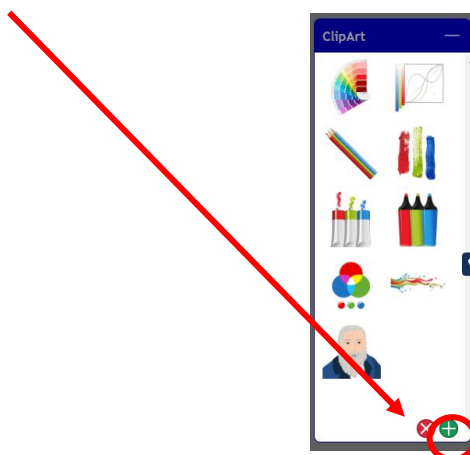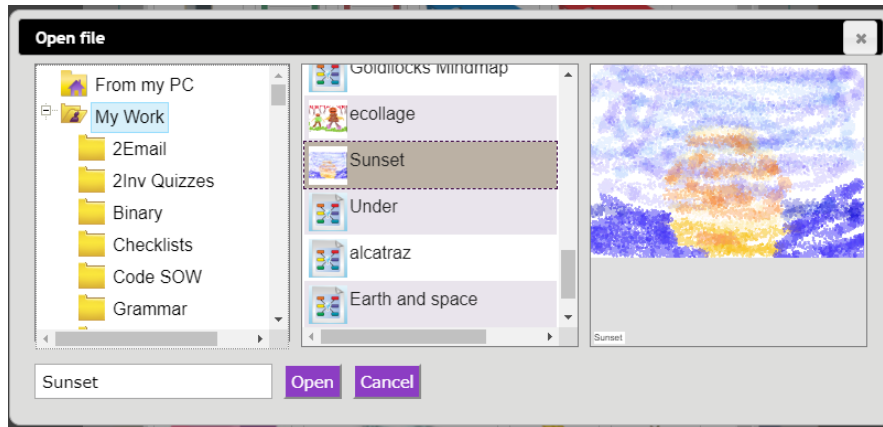
11. On the next screen, click the [Choose file] button.

12. Click on the folder 'My Work' and then on the name of the picture that they want to include. A small preview will be displayed:

13. Click [Open] and the image will be added to the clipart picker.

14. Drag this image to a picture box and resize.

15. You could also show the children how to save some images from the Internet to their computers to add them to the file or you could have some pre-saved examples that they could use saved on the school sever accessible to the children.

16. When completing the work, children can add the images into a picture box by clicking on the green plus in the top right-hand corner of a picture box to open the picture gallery.
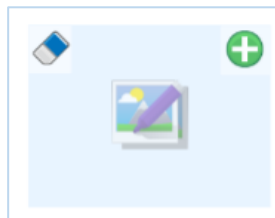
17. Then click on the [Add to Gallery] button and find the file from your computer.

18. If this is too difficult, you could open the 2Publish file (in advance of the lesson), go into Teacher mode [icon] and add the example pictures to the Gallery by clicking on one of the green plus signs and adding them. Then save the file to your work folder and share it as a 2Do ([icon] button). The children will then have a gallery of images available when they click on the green plus sign and will only have to locate their own picture.

Lesson 2 – Pointillist Art

Aim
- To look at the work of pointillist artists such as Seurat.
- To recreate pointillist art using the Pointillism template.

Success criteria
- Children can explain what pointillism is.

- Children can use 2Paint a Picture to create their own art based upon this style.

Resources

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of pointillist art.
- Pointillism fact file from Appendix 2; this is a brief fact file for your own use.
- There is a 2Publish activity that children could use to create a pointillism fact file as an extension to this work. See the extension section of the lesson plan for ways that you might want to adapt this for your class. The activity can be found at Art Pointillism.

Activities
1. On the whiteboard, display some examples of pointillist art.

2. Ask the children to describe what they have in common if they can. How do they differ from impressionist art generally?

3. Talk about what pointillist art is using the fact file information or other information of your choice.

4. Show the children 2Paint A Picture. Which template do they think we will be using today?
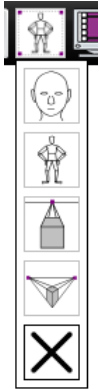
5. Click on the Pointillism template.

- Pictures are made in a similar way to the previous lesson. Children can add water as before; this merges the dots together a bit. They can also experiment with the dot size by altering the slider at the bottom of the screen.

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- On the top right of the screen is a button that gives some outline options that can help with painting.

o These outlines can be resized and repositioned using the blue and green draggable squares on them. For example, children can position a person template and use it to paint a person in a particular position. They can then move the template to add more people. There are templates for a face (for portraits), body, vertical and horizontal perspective (not so relevant for this lesson).

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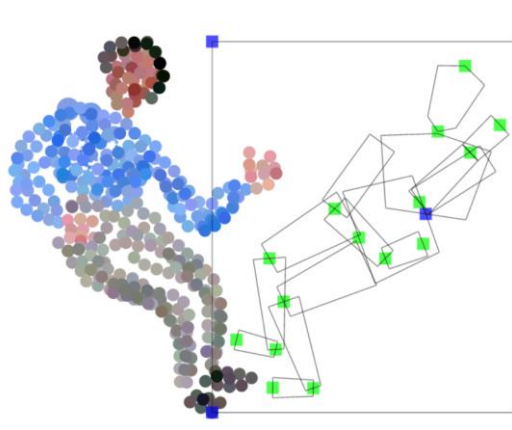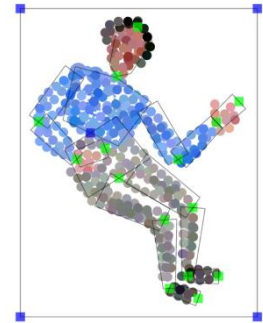
- Remind the children about the undo button in case they make a mistake and want to reverse it.

- After some time for experimentation, encourage each child to create their own pointillist-style painting.

- While they are working (or afterwards), ask the children to compare creating pointillist art on the computer to using paints. The artists who invented this style did not have computers. If you have time, the children could try creating pointillist art during an art lesson using paints. What are the advantages and disadvantages of the two methods?

- Children should all save their work in their online work folder by clicking on the Save button and entering a name for their piece before clicking Save. They can share their work as before.

6. Extension exercise.

Set the 2Publish file as a 2Do for the class. Children should open this and complete it in a similar way to last week's extension activity.

Lesson 3 - Piet Mondrian

Aim

- To look at the work of Piet Mondrian and recreate it using the Lines template.

Success criteria

- Children can describe the main features on Piet Mondrian's work.

- Children can use 2Paint a Picture to create my own art based upon his style.

Resources

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of work by the artist Piet Mondrian.
- Mondrian fact file from Appendix 3; this is a brief fact file for your own use.
- There is a 2Publish activity that children could use to create a Mondrian fact file as an extension to this work. See the extension section of the lesson plan for ways that you might want to adapt this for your class. The activity can be found at Piet Mondrian.

Activities

1. On the whiteboard, display some examples of work by Piet Mondrian during his later years as an artist in the style that he is most famous for. Some recommended pictures are Broadway Boogie Woogie and Composition with Red, Yellow and Blue.

2. Ask the children to describe what they have in common.

3. Talk about who he was and when he lived using the fact file information or other information of your choice.

4. Can the children work out the template to use for this lesson? Open the Lines template.

5. This template will only allow drawing in straight lines or filling areas. Show the children how to select a black colour and how to vary the thickness of the line. Show them how to fill an area using the paint pot.

6. After some time for experimentation, encourage each child to create their own picture in the style of Mondrian.

7. The children should all save their work in their online work folder by clicking on the Save button and entering a name for their piece before clicking Save. They can share their work as before.

8. Extension exercise.

Set the 2Publish file as a 2Do for the class. The children should open this and complete it in a similar way to last week's extension activity.

Lesson 4 – William Morris and Patterns

Aim

- To look at the work of William Morris and recreate it using the Patterns template.

Success criteria

- Children can describe the main features of art that uses repeating patterns.
- Children can use 2Paint a Picture to create my own art by repeating patterns in a variety of ways.
- Children can combine more than one effect in 2Paint a Picture to enhance my patterns.

Resources

Unless otherwise stated, all resources can be found on the main unit 2.6 page. From here, click on the icon to set a resource as a 2do for your class. Use the links below to preview the resources; right-click on the link and 'open in new tab' so you don't lose this page.

- Examples of work by the textile designer and artist William Morris.
- Examples of other patterns that use repeats: wrapping paper and wallpaper samples are useful for this.
- William Morris fact file from Appendix 4; this is a brief fact file for your own use.
- If you want the children to write about William Morris like they have written about the other artists, you could make use of the Blank Artist's Profile Activity.

Activities

1. Show the children some of the work by William Morris as well as the other pieces with repeating patterns. If you have enough examples, give out a sample to each pair of children. They should spend a few minutes working out what images are repeated and how they are repeated using words such as:

    Vertical, horizontal, parallel, diagonal, rotated, rotational, symmetry.

    You may wish to display these words on the whiteboard.

2. Talk about William Morris using the fact file; the children could use an Internet search engine to find an example of a William Morris pattern on the computer and identify the subject matter – plants, flowers etc. – and how it is repeated.

3. Open 2Paint a Picture and select the pattern template. Demonstrate to the children that whatever they draw in the top left square is repeated in the main page.

Remind the children about the Undo button and about how to alter the thickness of the pen.

Next, show the children how to vary the way that the pattern repeats by exploring the effect of clicking on the different Repeat Style buttons. A lot of wallpaper designs will use a half-drop pattern, giving a diagonal effect.
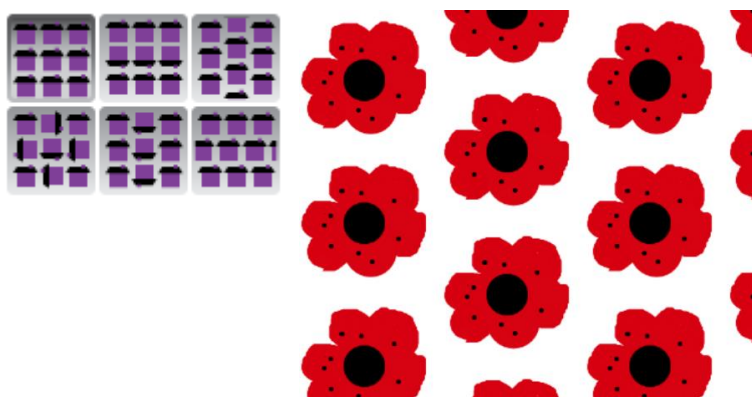
Explore how different rotations affect the pattern of the same basic shape:
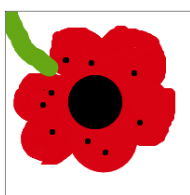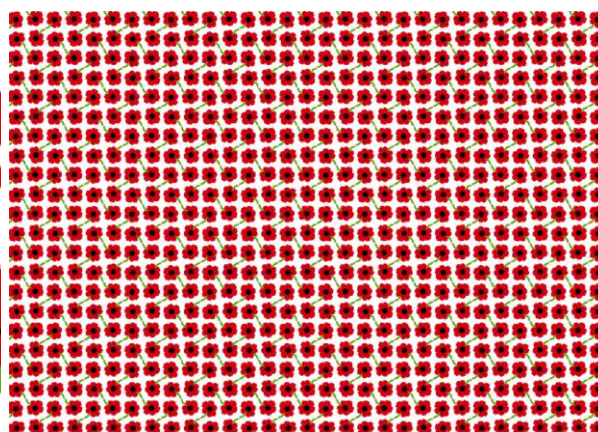
Next, show how the size slider can change the pattern:

From: To:

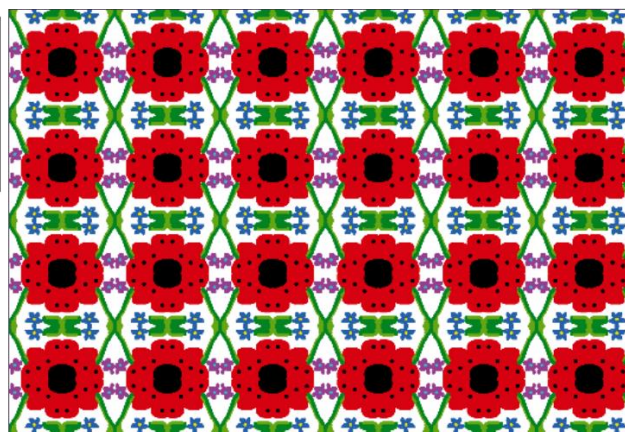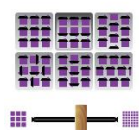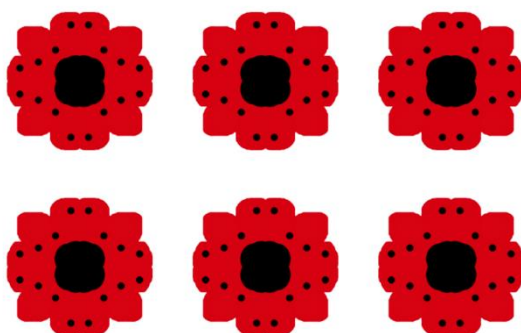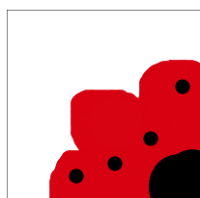Show the children a different way to do this by drawing a quarter of a flower in the corner and making a rotating repeat that matches up the quarter flowers.

Try adding a stem and some smaller flowers to see the effect of this. The added small details are very reminiscent of William Morris's designs.

Give the children time to experiment with these techniques to create their own patterns and save them.

Now bring the class back together and explain that you are going to investigate rotational effects and combine these with patterns. Open a new file in 2Paint a Picture and choose the Slice template. Whatever is drawn within the slice will be repeated by rotating it about the centre. The size of the slice can be altered during the process to alter the repeat of the subsequent drawing.

Demonstrate these effects to the children briefly to create a pattern.
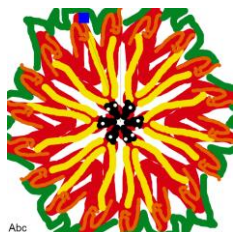
Now click on the New File button and select the Pattern template. When asked whether to use the current picture, select Yes.
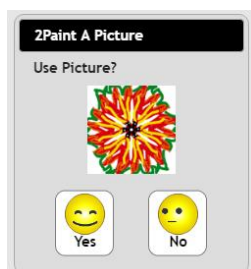
Now you will have the rotated image set up to repeat in the new file. Further details can be added in the top left box if desired.
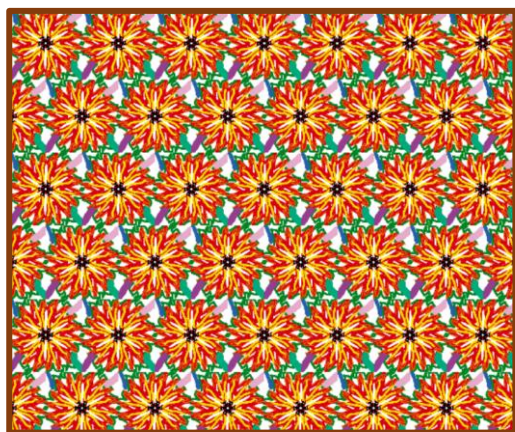
Children should spend the rest of the lesson experimenting with these effects to create patterns. These could be shared to a class blog or display board. They could even be printed to decorate a house outline on a wall of your classroom or shoebox houses. Each child could have a different room to furnish with carpets, curtains, sofas, etc. We'd love to see them here at 2Simple, so please send us a photo of any classrooms or shoeboxes decorated in this style!

Lesson 5 - Surrealism and eCollage

Aim

- To look at some surrealist art and then create it using the eCollage function in 2Paint a Picture.

Success criteria

- Children can describe surrealist art.
- Children can use the eCollage function in 2Paint a Picture to create their own surrealist art using drawing and clipart.

Resources

- Examples of some surrealist art, particularly ones that combine unusual objects or play with sizes. Paintings by René Magritte are good examples of this that appeal to children, e.g. The Listening Room, Golconda, Personal Values, The Therapist, Son of Man, The False Mirror.
- The eCollage function allows children to combine images such as photos as well as clipart and drawings. If you have children who are able to navigate to folders on the computer, you might want to have some photos that they could use in their art such as photos of the children, the school or a variety of random objects.

Activities

1. Show children the surrealist art. Surrealism began in the 1920s. It was about experimenting with your imagination and exploring dreams. Surrealists often put together objects that were not normally seen together.

2. Spend some time talking about what is strange about the paintings. Do the children have dreams where things aren't quite how they are in everyday life?

3. Open 2Paint a Picture and choose the eCollage template. In this template, the picture is made by creating stamps that can then be placed on the picture.

4. The stamps are made in the top left corner box by

   - drawing something

   - adding and combining clipart (by clicking on the button in the top toolbar)

   - adding your own images from your computer (by clicking on the button in the top toolbar and then the button).

Select a piece of clipart to be the 'stamp'. Show children how it can be recoloured and how the size of the stamp can be altered using the sliders below the stamp image.

Then show children how to 'stamp' on the page. If they click on the picture, the image will be stamped in that place. If they click and hold down the mouse button and then drag it, they can rotate the stamp.

Remind them of the Undo button to undo anything that doesn't look how they wanted.

This way, they can build up some quite surreal images! Can they think of appropriate titles for their works of art?

Dreaming of a food attack by Rebecca

Some children will be able to combine effects by creating an image in a different template, then clicking the New File button and using the previous image.

Here is a pointillist sunset with raining multi-coloured cows!
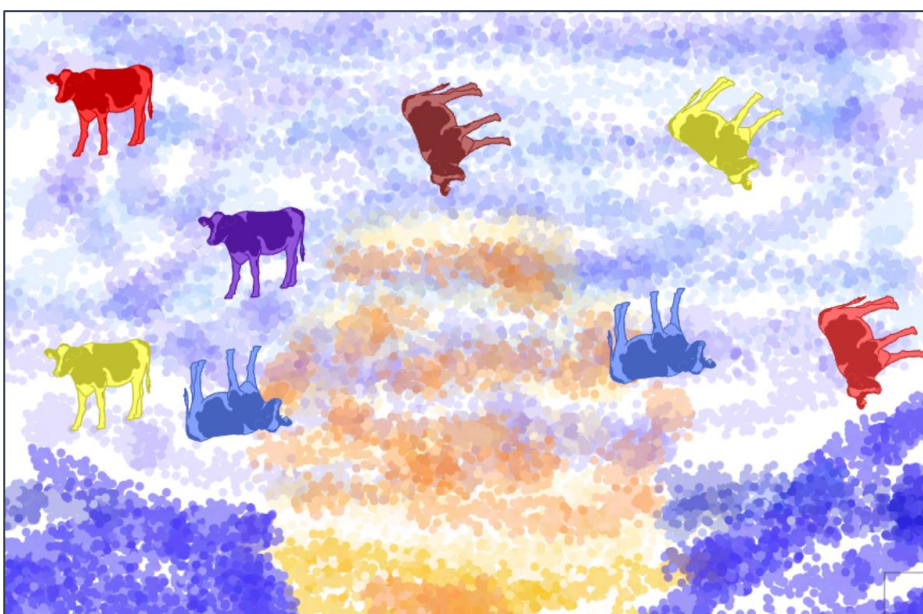
Appendix 1 - Impressionist Fact File

The impressionist movement began in the 1860s and became most popular in the 1870s and 1880s.

It differed from the common art of the time because it wasn't religious art, showing scenes from religious stories or specific events, but was just intended to capture a scene at a particular moment. The art gave an 'impression' of the scene.

Famous impressionist artists include Degas, Monet and Manet. These artists used watercolour techniques. They often painted outdoors and at speed so that they could capture the impression that the light made at a certain moment.

The artists focused on the light and colour of the moment rather than details of the things that they were painting.

For some famous examples, look at:

Dance at Le moulin de la Galette (Pierre-Auguste Renoir)

Sunset and Waterlily Pond (Claude Monet)

Ballet dancer paintings (Edgar Degas)

Appendix 2 - Pointillism Fact File

Pointillism was a development of impressionism. It was invented mainly by George Seurat and Paul Signac.

Pointillist paintings are created by using small dots in different colours to build up the whole picture. Colours are placed near each other rather than mixed. Some pointillist pictures are huge and were all done by hand (not on a computer!). A Sunday Afternoon on the Island of La Grande Jatte by Georges Seurat is two metres high and three metres long!

The different colours close together trick the eye into blurring all the dots into an overall image. The brain mixes the different colours together.

Examples of pointillist paintings include:

A Sunday Afternoon on the Island of La Grande Jatte (Georges Seurat)

Cassis, Cap Lombard (Paul Signac)

The Pine Tree (Paul Signac)

Appendix 3 - Mondrian Fact File

Piet Mondrian was a Dutch artist born in 1872. His father and uncle were both artists, so he was surrounded by art from an early age.

He started out as an artist painting in a similar style to that of most artists at the time: landscapes using the pointillist and impressionist styles.

He then travelled to Paris and saw different styles of art that were more abstract. He saw the cubist style of Picasso. He started to change his style to be more abstract.

Abstract art

Abstract art is not art of a recognizable scene. It is often painted from the artist's emotions and the colours and shapes that the artist feels showed those emotions. The artist would want to make the viewer experience those emotions when they looked at the art. Some abstract artists carefully plan their work and others paint straight from their feelings.

Have you ever tried to create art when listening to an emotional piece of music or when feeling especially sad or happy?

Mondrian was visiting his home in the Netherlands when World War I began and he was unable to return to Paris so he had to remain at home. Here, he developed his ideas about shape and colour.

The name of the movement that he is most famous for is the De Stijl movement. He was very interested in shape and especially in straight lines.

One of his most famous paintings is called Composition with Red, Yellow and Blue. This shows a grid of straight black lines (not diagonal) with rectangles coloured in primary colours.

He moved to London in 1938 as World War II came to Paris. He later moved to New York, where he painted Broadway Boogie Woogie. This painting is representative of the grids of streets in Manhattan, with the 'dancing' colours representing the Boogie Woogie music that he loved.

He wanted to reduce objects to their basic shapes and colours. To do this, he used lines and primary colours. You can try 'seeing' a similar effect by squinting your eyes until what you are looking at blurs so you can just see the main lines and colours.

His paintings became so famous that their style is used in architecture, advertising and clothing even to this day.

Appendix 4 - William Morris Fact File

William Morris was an English artist, poet and politician.

William Morris's (1834–96) work includes textiles and wallpapers, furniture, book design, stained glass windows, tiles and tapestries.

He lived and worked during the Victorian era.

In 1860 he had a house built for him and his wife and they spent two years furnishing and decorating it in his styles by hand. Following the success of this, they started their own company to produce interiors for others. Their work included embroidery, tableware and furniture, stained glass and tiles.

Morris was unable to find any wallpaper he liked so he began to design wallpaper as well.

His art made use of nature as a source of ideas and he used many repeating patterns of plants, birds and flowers.

He was very interested in medieval art and design and in handcrafting rather than using machines.

He was also interested in politics and particularly free education, better working conditions and limiting the length of a working day. He joined a political party called the Social Democratic Federation. He also helped to start a new party called the Socialist League.

He wrote: 'Have nothing in your house that you do not know to be useful, or believe to be beautiful.' He believed that all people should be able to have quality furnishings and interiors in their homes, not just the rich.

Assessment Guidance

The unit overview for year 2 contains details of national curricula mapped to the Purple Mash Units. The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Assessment Guidance	
Emerging	Teachers may wish to allocate tablets to children who have difficulty in controlling a mouse.
	With support children can create an image on 2Paint a Picture replicating an established style e.g. pointillism (Unit 2.6 Lesson 2. Point 5).
	Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image (Throughout all lessons in Unit 2.6).
	Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash.
Expected	Using 2Paint a Picture, children can create an image replicating an established style e.g. pointillism (Unit 2.6 Lesson 2. Point 5).
	Children can enhance a picture using the tools within 2Paint a Picture which demonstrates their ability to manipulate a digital image (Throughout all lessons in Unit 2.6). They can combine and use multiple effects & features to enhance their patterns, such as rotational effects, repeat style buttons and size slider (Unit 2.6. Lesson 4. Point 3).
	Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash.
	Most children will be able to successfully create their own pieces of inspired art using 2Paint a Picture.
	They will be able to use a range of effects and functions, such as e-collage, in 2Paint a Picture (Unit 2.6. Lesson 4 Point 4) & (Unit 2.6. Lesson 5 Point 3).
Exceeding	To demonstrate greater depth, children achieve expected outcomes. In addition to this, using the eCollage (Unit 2.6 Lesson 5. Point 3) tool on 2Paint a Picture, they can 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. Throughout this unit, children show that they can efficiently store and retrieve their work from their saved area on Purple Mash.