**Year 1 Computing Curriculum – Spring 1**

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| **Theme: Digital Painting** | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | **Links across the curriculum** |
| - Use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | **Keyword** | Definition | colour | Button pressed to alter colour | | [**Art and Design**](https://assets.publishing.service.gov.uk/media/5a7ba810ed915d4147621ca0/PRIMARY_national_curriculum_-_Art_and_design.pdf)   * To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space * About the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines and making links to their own work | |
| paintbrush | The main tool used in ‘Paint’ | brush | To paint | |
| erase | To remove | size | The special dimensions of something | |
| fill | Button pressed to fill the page in one colour | line tool | Tool to draw lines | |
| undo | To remove most recent alteration | Paint program | The program used for this unit | |
| shape tools | Tools to include shapes in ‘Paint’ |  |  | |
| **Prior Knowledge:**  EYFS – To follow two step instructions  Learners should be familiar with: how to switch their device on, usernames and passwords | | | | | **Future Knowledge:**  Year 1 – Digital Painting; Year 2 – Digital Photography, Making Music; Year 3 – Animation and Desktop Publishing; Year 4 – Audio Production and Photo Editing; Year 5 – Vector Drawing and Video Production; Year 6 – 3D Modelling and Web Page Creation | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | |
| 1 How can we paint using computers? | | This lesson introduces learners to the freehand tools available for digital painting. | | | | | To describe what different freehand tools do   * I can make marks on a screen and explain which tools I used * I can draw lines on a screen and explain which tools I used * I can use the paint tools to draw a picture | |
| 2 Using shape and lines | | This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist. | | | | | To use the shape tool and the line tools   * I can make marks with the square and line tools * I can use the shape and line tools effectively * I can use the shape and line tools to recreate the work of an artist | |
| 3 Making careful choices | | This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist. | | | | | To make careful choices when painting a digital picture   * I can choose appropriate shapes * I can make appropriate colour choices * I can create a picture in the style of an artist | |
| 4 Why did I choose that? | | This lesson increases learners’ understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. | | | | | To explain why I chose the tools I used   * I can explain that different paint tools do different jobs * I can choose appropriate paint tools and colours to recreate the work of an artist * I can say which tools were helpful and why | |
| 5 Painting all by myself | | Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist. | | | | | To use a computer on my own to paint a picture   * I can make dots of colour on the page * I can change the colour and brush sizes * I can use dots of colour to create a picture in the style of an artist on my own | |
| 6 Comparing computer art and painting | | Learners compare their preferences when creating paintings on computers and on paper. | | | | | To compare painting a picture on a computer and on paper   * I can explain that pictures can be made in lots of different ways * I can spot the differences between painting on a computer and on paper * I can say whether I prefer painting using a computer or using paper | |
| **Themes and links** | | | | | | | | |
| **Computing themes** | **Where these are covered:** | | | | | | | |
| **Technology around us**  Autumn 1 | * Using robots around the world * What we use robots for | | | | | | | |
| **Digital painting**  Autumn 2 | * Robots on a device | | | | | | | |
| **Programming A**  Spring 1 | * Programming a set of instructions | | | | | | | |
| **Data /information**  Spring 2 | * Writing instructions using left, right and how many turns. | | | | | | | |
| **Creating media**  Summer 1 | * Creating algorithms for the robots. | | | | | | | |
| **Programming B**  Summer 2 | * Programming animations. To choose a command for a given purpose. | | | | | | | |