Using and Applying: Paint with Brushes

Aim:	**Success Criteria:**	**Resources:**
Use technology purposefully to create and manipulate digital content in the context of using different brush tools with paint software. I can use different brush tools to create a particular image.	I can change the size of a brush. I can change the colour of a brush. I can select and compare different brush types. I can choose the best brush style for a purpose.	Lesson Pack Computers with MS Paint or similar software
	Key/New Words: Paint, colour, brush, tool, size, style.	**Preparation:** Differentiated Shape Pictures Activity Sheets as required. It would also be valuable if children have recently painted with brushes

Prior Learning: Children will have studied painting skills in an earlier unit and had a recap of paint software in the previous lesson.

Learning Sequence

<table>
<tr><td>
</td><td>Brushes – What Can We Change? Ask children if they can remember (before looking) what can be changed about the digital brush in a paint application or software. Answers may include the size (thickness), style (e.g. pen, crayon, spray) and colour.</td><td> </td></tr>
<tr><td> </td><td>Real Brush or Computer Brush? Which is best: painting with a real paintbrush and paints or using a computer paintbrush and paint software to create a picture? Encourage discussion about difficulty of handling, ability to undo/erase or start again, less preparation/mess, wider range of options, easier to change colours/styles. Take a vote on which children prefer. Establish that there are advantages and disadvantages of each.</td><td> </td></tr>
<tr><td> </td><td>Demonstrating Brush Stokes: Use paint software to demonstrate different brush strokes, changing size, then colour, then type. Show a simple brush stroke line and try to create each new adjacent line of a similar length in order to compare. Discourage children from just drawing their lines all over the screen in different directions!</td><td> </td></tr>
<tr><td> </td><td>Show Your Brush Skills: Children can begin by creating their own brush style line comparison as a ‘warm-up’, then try creating their own picture using just brush tools and no shapes or automatic lines.

Can children choose the best brush style for a purpose?

 Use brush skills to draw a picture of their own choice, demonstrating different brush types, colours and sizes.

 Children to try copying and recreating their shape picture from previous lesson, using only brushes. Change brush type, size and colour where needed. Shape Pictures Activity Sheet can be used as reference or a copy of children’s own picture from previous lesson.</td><td> </td></tr>
<tr><td>
</td><td>Brush or Shape Tool? Do children prefer to use the brush tool or the shape tool to create a picture? Why? Is it possible to use a combination of both?

Can children select and compare different brush types?</td><td> </td></tr>
</table>

Taskit

Combineit: Can you create a picture using a combination of brush and shape tools? How about a shape that has been altered with the addition of a brush tool?

Spellit: Spell out the word ‘Shapes’ in paint software, using just shapes to make the letters. Spell out the word ‘Brushes’ using a mixture of different brush styles for each letter.

Computing

Using and Applying

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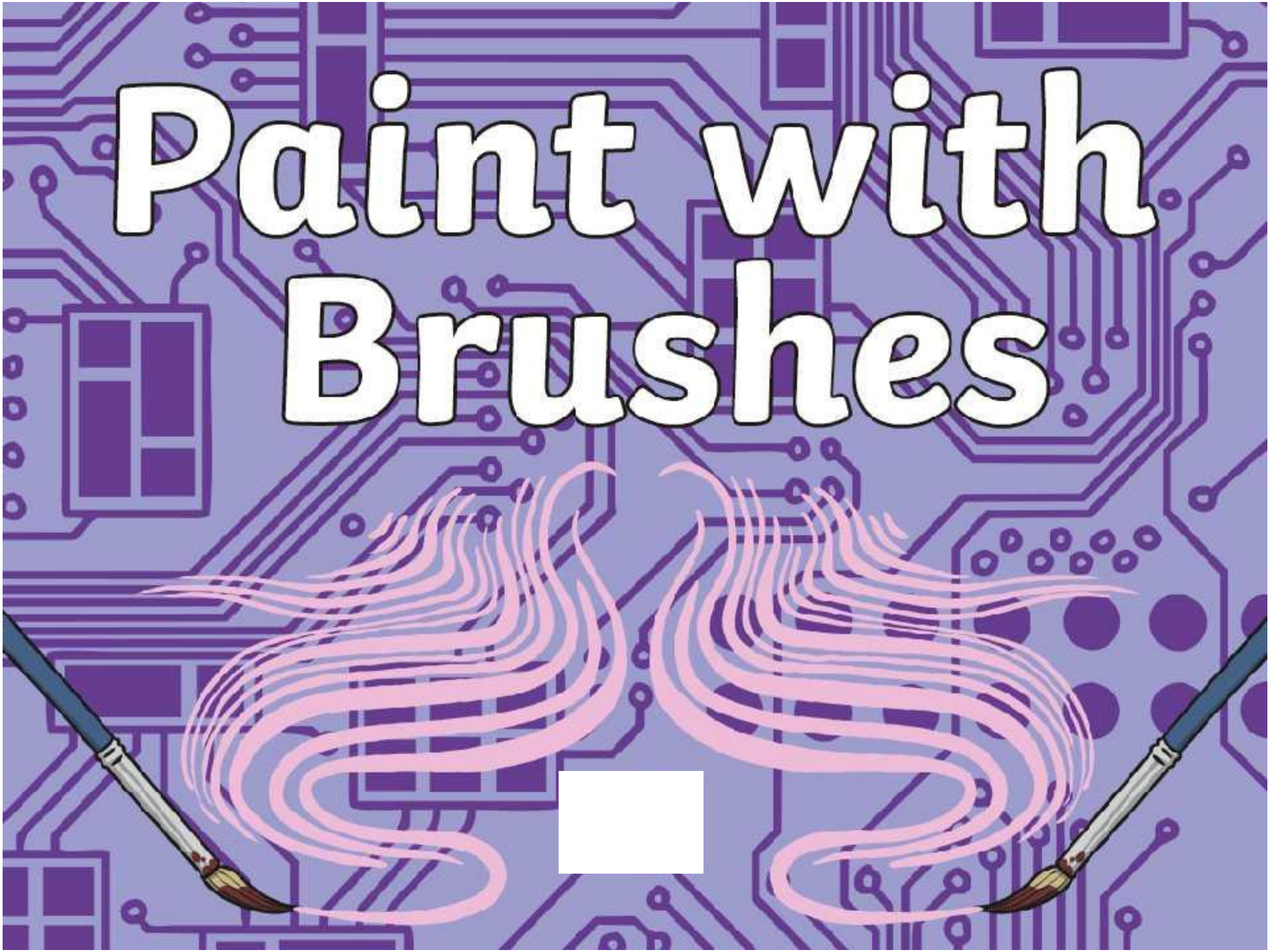

Paint with
Brushes

Aim

- I can use different brush tools to create a particular image.

Success Criteria

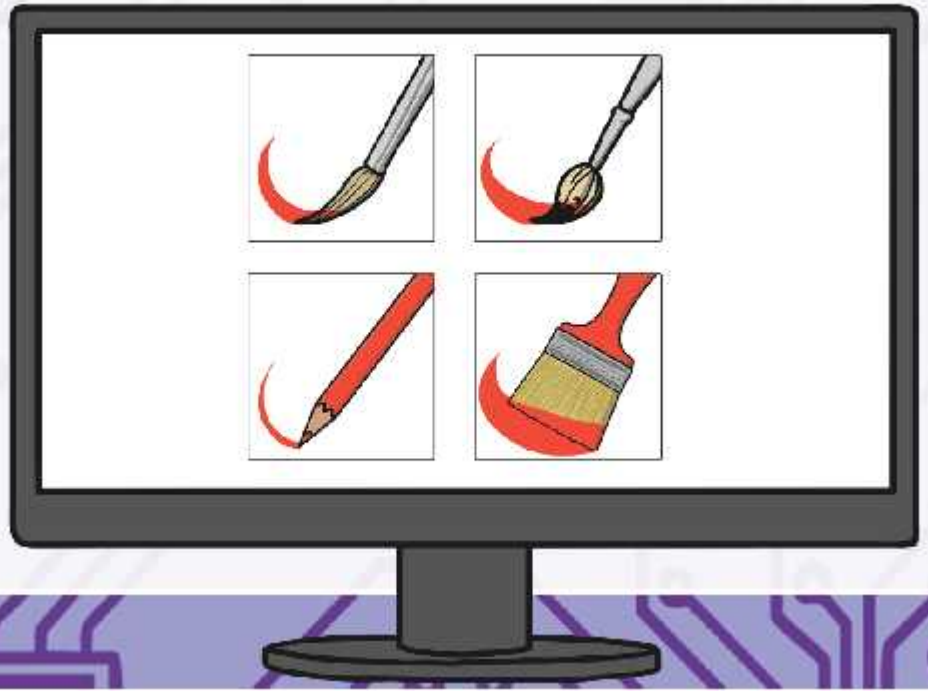
- I can change the size of a brush.
- I can change the colour of a brush.
- I can select and compare different brush types.
- I can choose the best brush style for a purpose.

Brushes – What Can We Change?

Before looking, can anyone remember what can be changed about the digital brush in a paint application or software?

OK, let's take a look!

You might have thought of the brush size (thickness), style (e.g. pen, crayon, spray) or colour.



Real Brush or Computer Brush?

Which do you think is best: painting with a real paintbrush and paints or using a computer paintbrush and paint software to create a picture?

Which one is easier to control?

In which of the two cases, can you undo/erase or start again?

Which involves the most mess?

Which one has more brush style options to choose from?

Which one is easier to change from one colour to another?

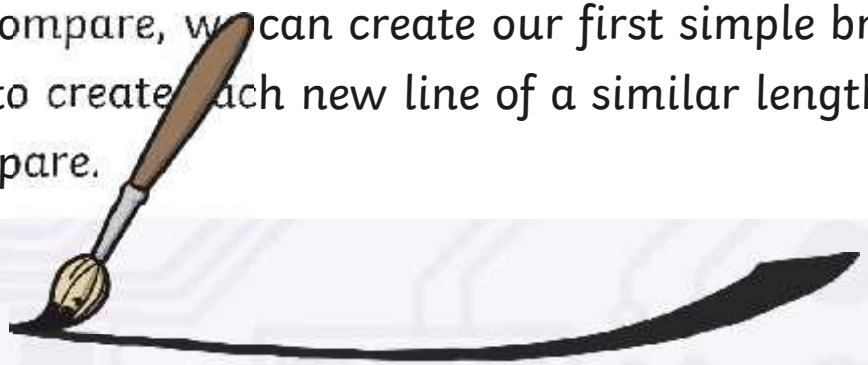
Let's take a vote on which you prefer!

Demonstrating Brush Stokes

Which do you think is best: painting with a real paintbrush and paints or using a computer paintbrush and paint software to create a picture?

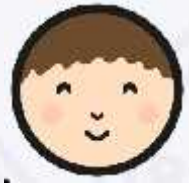
Let's use the Paint software to try out some different brush strokes, changing size, then colour, then type.

To compare, we can create our first simple brush stroke line, then let's try to create each new line of a similar length next to it, in order to compare.



Don't just create lots of lines in all different directions all over the page as it will be harder to compare them to each other!

Show Your Brush Skills



After creating your own brush style line comparison as a 'warm-up', try creating your own picture using just brush tools and no shapes or automatic lines.

You could use your brush skills to draw a picture of your own choice, demonstrating different brush types, colours and sizes.

or

Try copying and recreating your shape picture from last lesson, using only brushes. You can change the brush type, size and colour where needed. Use the Shape Pictures Activity Sheet as reference or look at a copy of your own picture from last lesson.

Brush or Shape Tool?

After creating your own brush style line comparison as a 'warm-up', try creating your own picture using just brush tools and no shapes or automatic lines.

Do you prefer to use the brush tool or the shape tool to create a picture?

Why?

Is it possible to use a combination of both?

Aim

- I can use different brush tools to create a particular image.

Success Criteria

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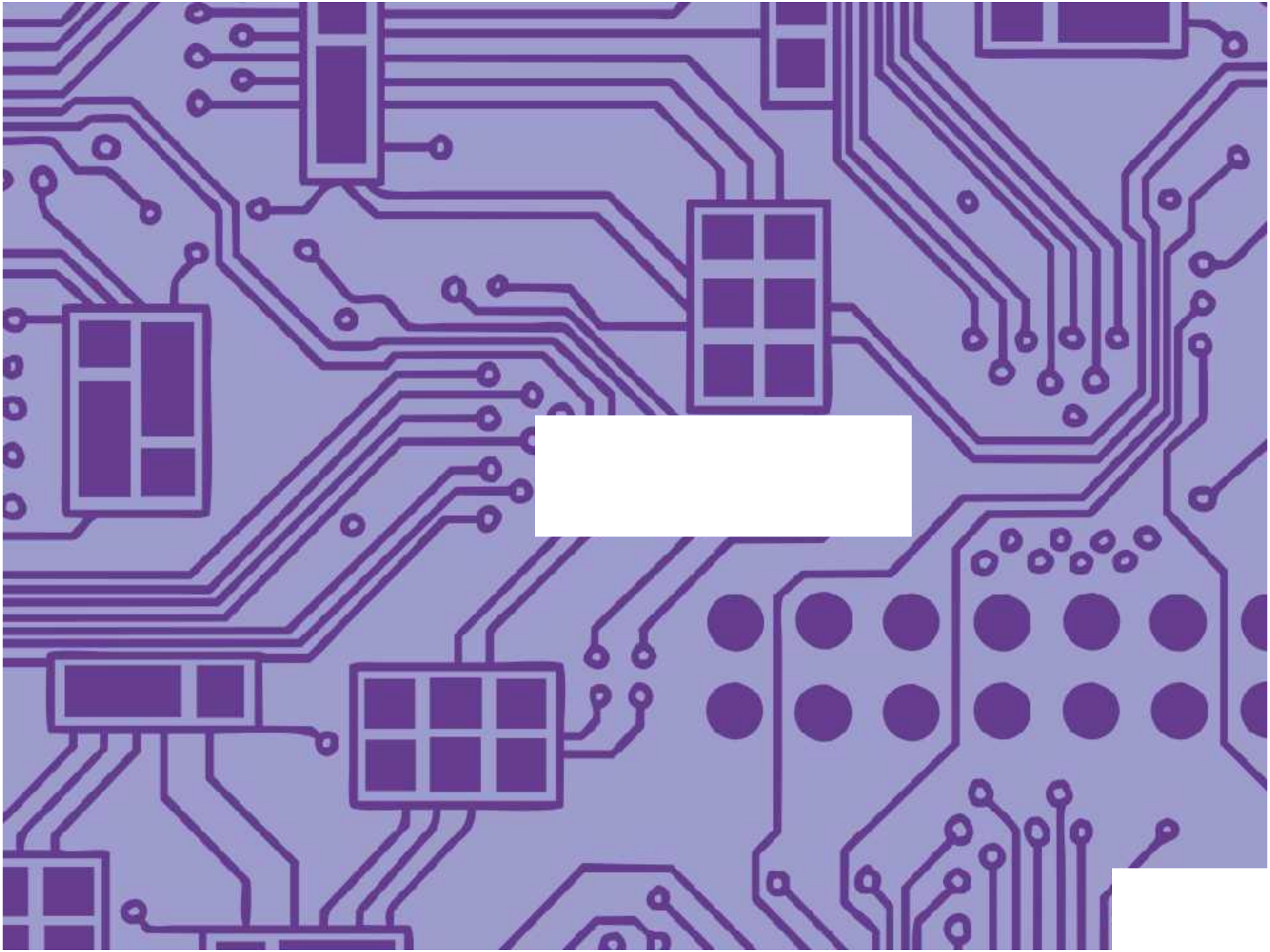


Using and Applying Skills

The purpose of the Using and Applying Skills unit is for children to review and recap learning from prior units in the year. It provides a chance to reinforce the skills and apply them in a new context.

The format of the unit at KS1 is the same as other PlanIt Computing units with 6 lessons. However, there is an assumption that the Using and Applying unit will be done after some/all of the previous units.

Some Using and Applying lessons will only rely on the prior teaching of one previous unit or a particular lesson.

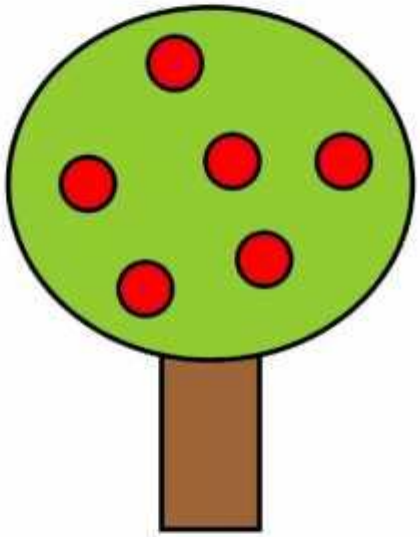
In this case, Lessons 4 and 5 are focused on the Painting unit, reinforcing the skills children need for using simple paint software. As well as the specific skills of using brush and shape tools, these lessons help to revisit and apply general computer skills including using the mouse or trackpad from the Computer Skills unit.

Paint skills focus separately on shape and brush tools, with the option of combining them by use of TaskIt or Challenge Cards later. Discussion is encouraged about the advantages and disadvantages of using either the brush or shape tools. Children will commonly find the brush tools difficult to control with a mouse or trackpad so some reassurance may well be required.

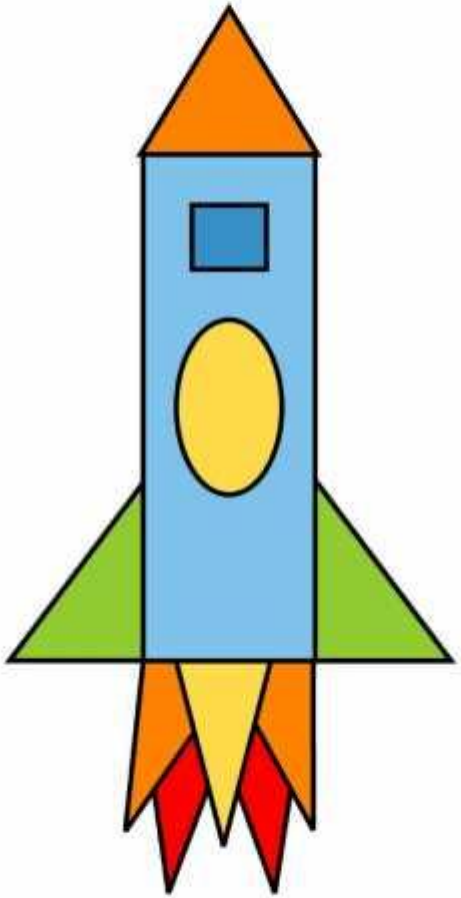
Less emphasis should be placed on a quality finished product and more on the comparison of tools and application of skills. Allow children to experiment and explore with tools, where possible being able to explain and justify their choices.

House

Apple Tree



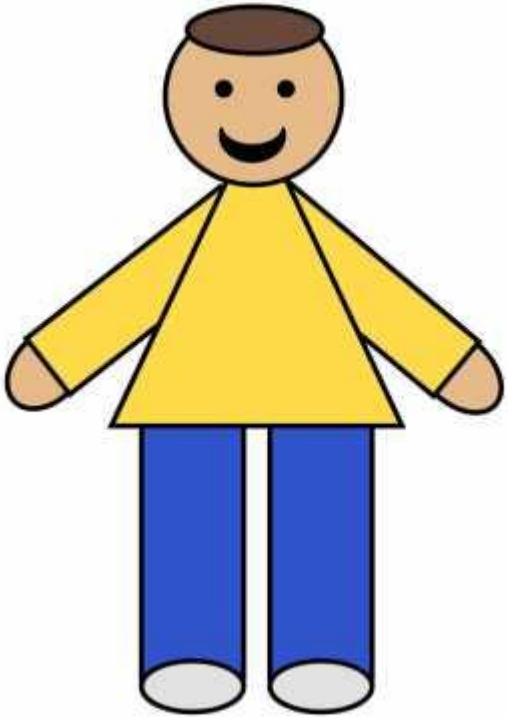
Rocket



Flower

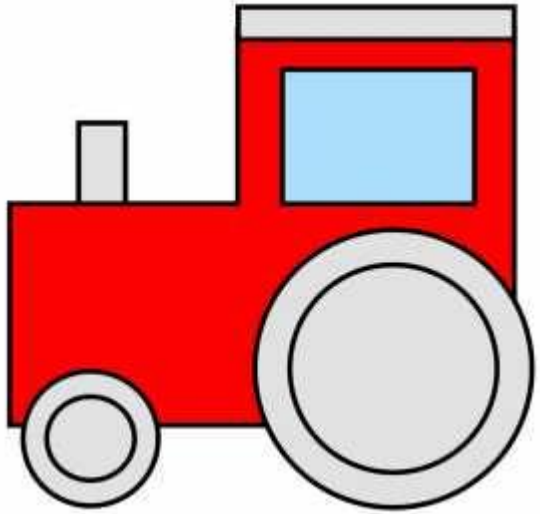
House

Boy

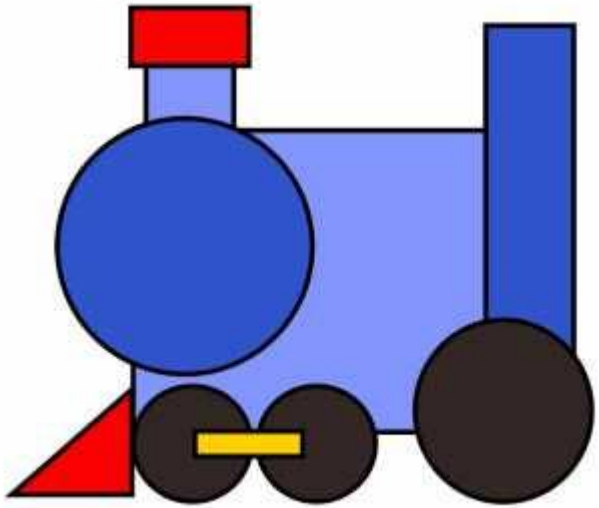


Girl

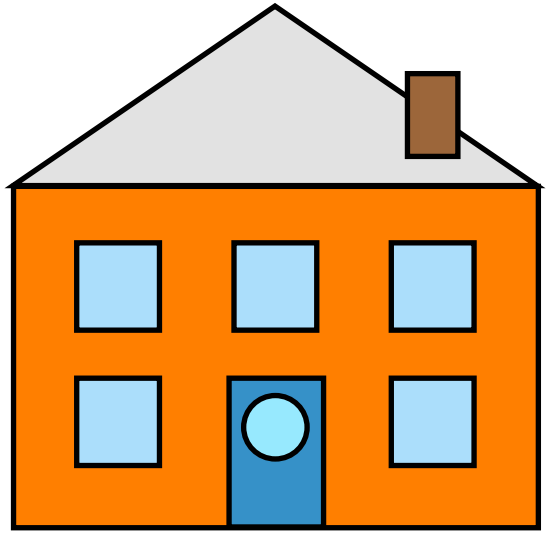
Tractor



Train



House



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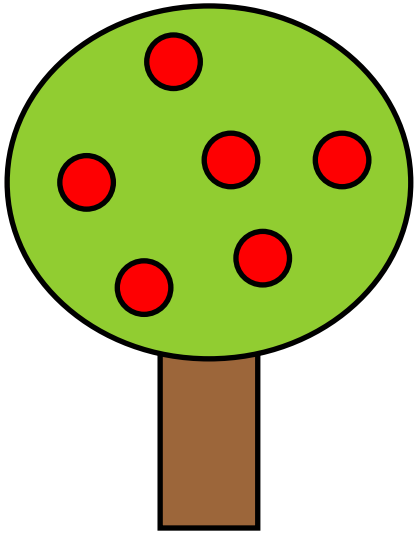

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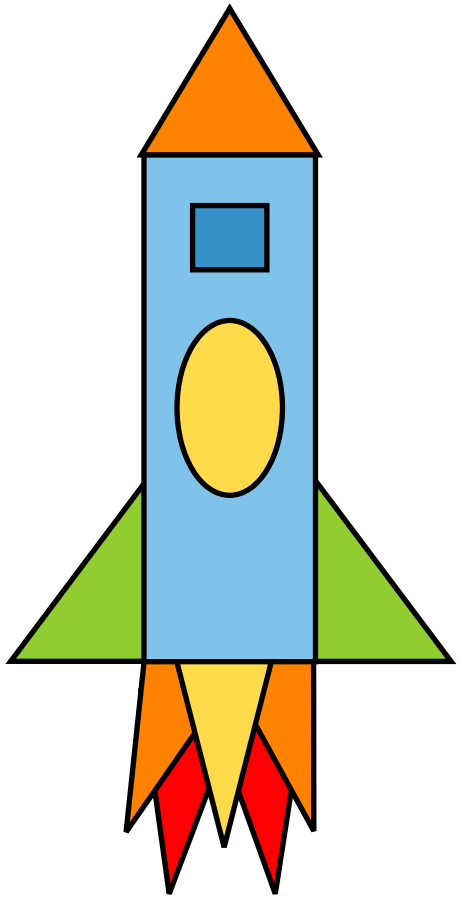

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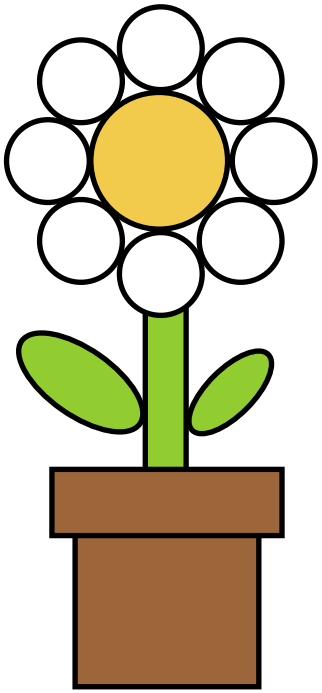

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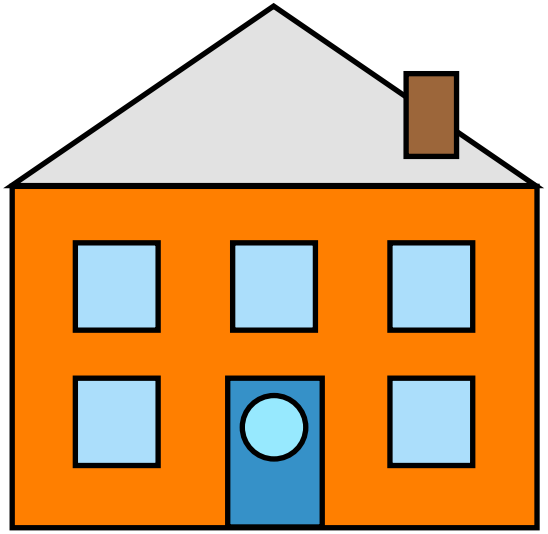

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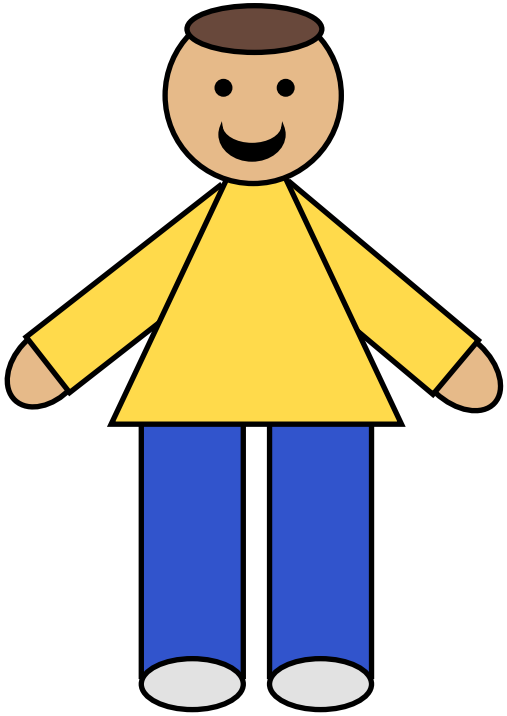

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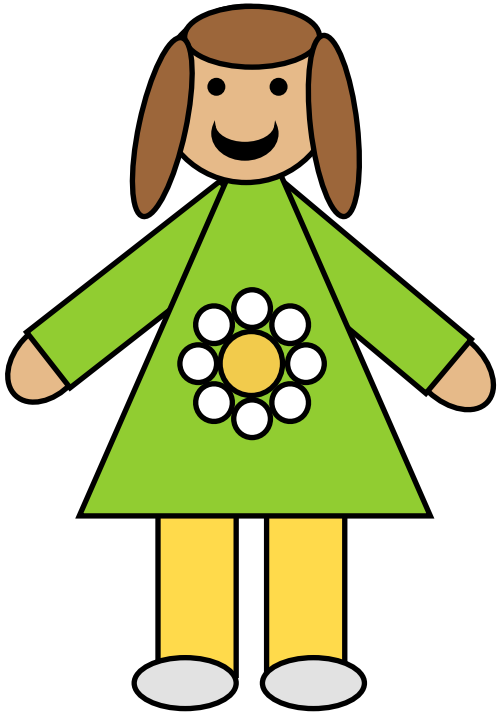

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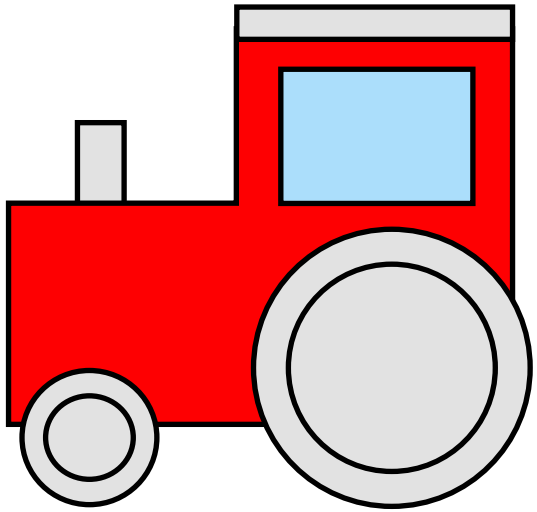

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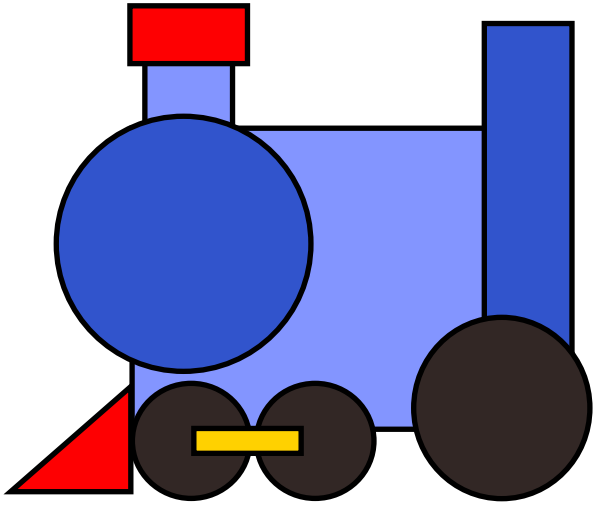

Avery Template: Name Badge Label, 8 per sheet | **Compatible Products**: 15395, 25395, 42395, 45395, 48395, 5395, 8395, 88395, 85395.

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