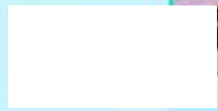


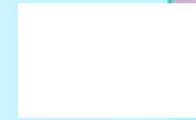
Computer Art

Challenge Cards



Computer Art

Challenge Cards



Computer Art

Challenge Cards



Computer Art

Challenge Cards



Can you recreate a different style of art using a computer or tablet?



Can you take a picture of the same scene at different times?
Can you describe what is different?



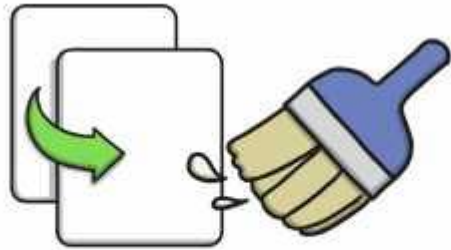
Select your favourite artist and your favourite painting.
Describe the techniques used by the artist.



Can you create a piece of art that can be coloured in?



The 'Copy and Paste' command saves time. Can you use it to produce a piece of fantastic computer art in under 5 minutes?



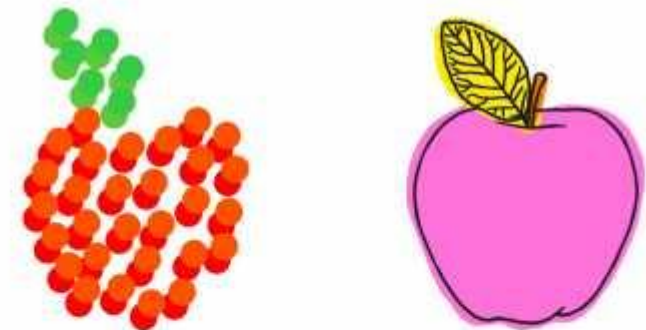
Art work should be shared! Can you come up with a list of different ways you could share your computer art?



Not everyone has the chance to see art. Can you describe a piece of art, explaining what it looks like?



Choose a picture and then recreate it using two different techniques. How are they similar? How are they different?



Can you recreate a picture of a dog using Picasso's techniques?



Using a picture of yourself, use Andy Warhol's techniques to colour in your pictures. Consider how you felt at different times of the day to help you.



Can you recreate a family picture using Pointillist techniques?



Which artistic style did you find easiest to recreate? Which was the most challenging? Why?



Computer Art

Challenge Cards



Computer Art

Challenge Cards



Computer Art

Challenge Cards



Computer Art

Challenge Cards



Can you recreate a different style of art using a computer or tablet?



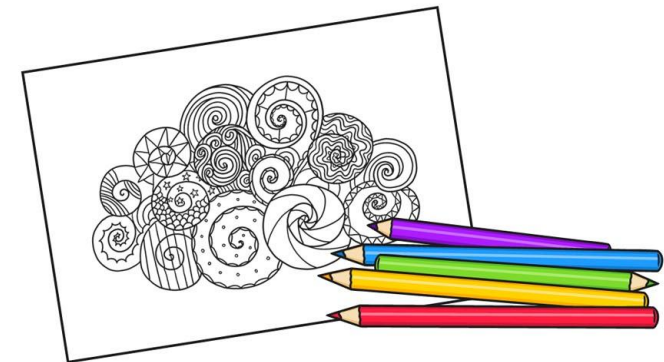
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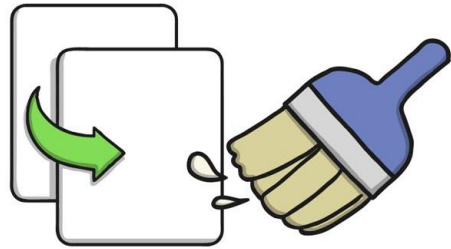
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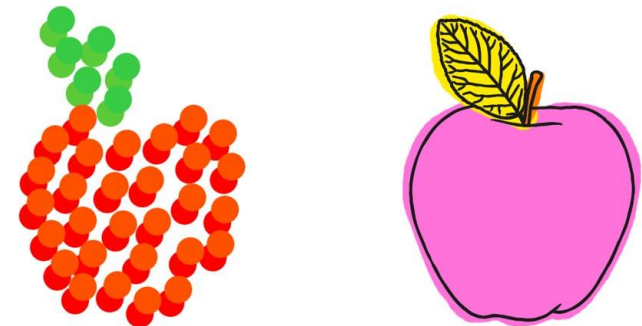
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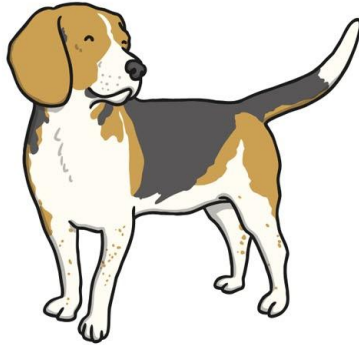
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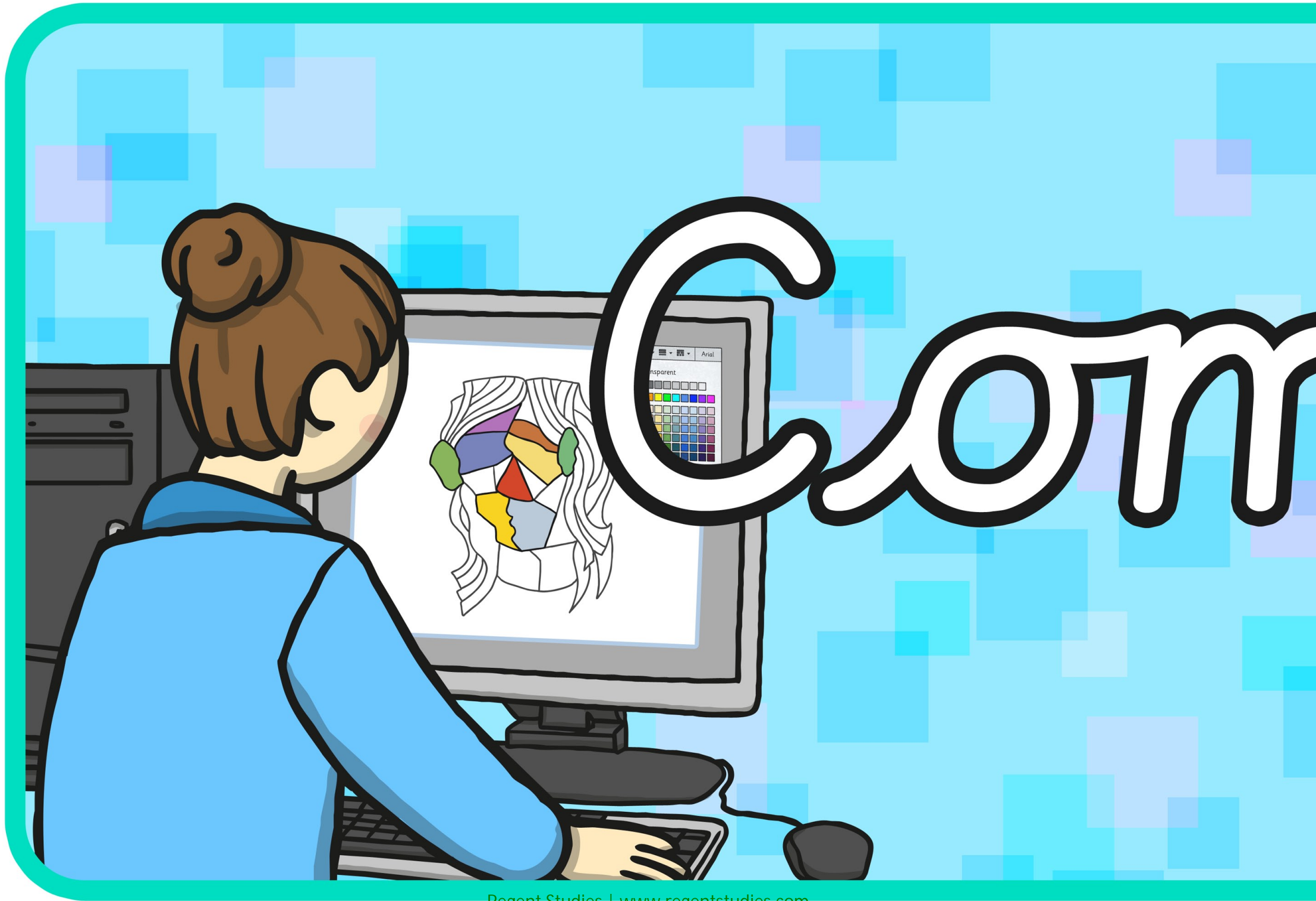


Can you recreate a family picture using Pointillist techniques?



Which artistic style did you find easiest to recreate? Which was the most challenging? Why?



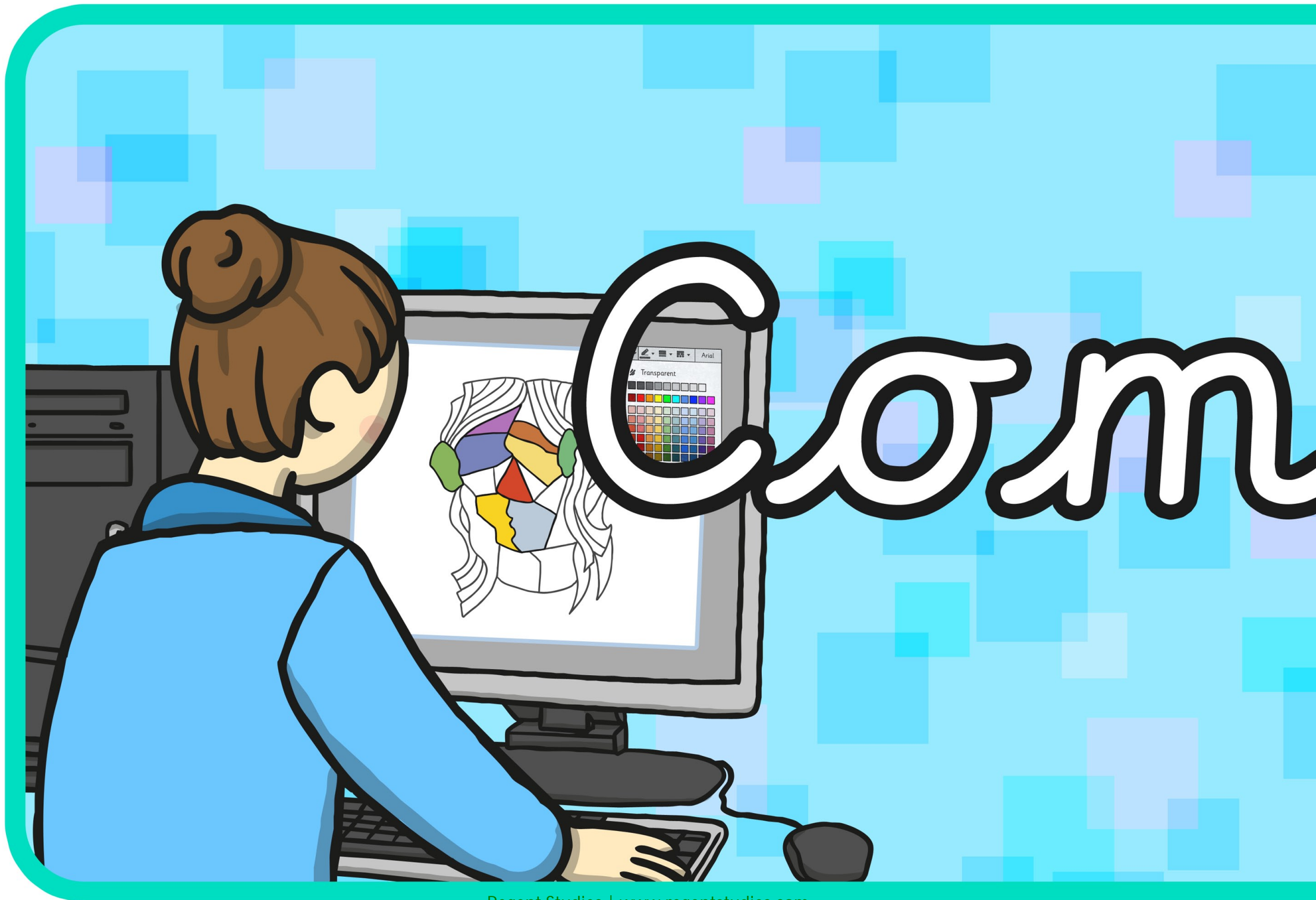


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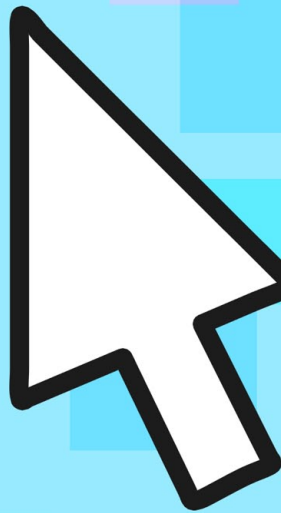


Art



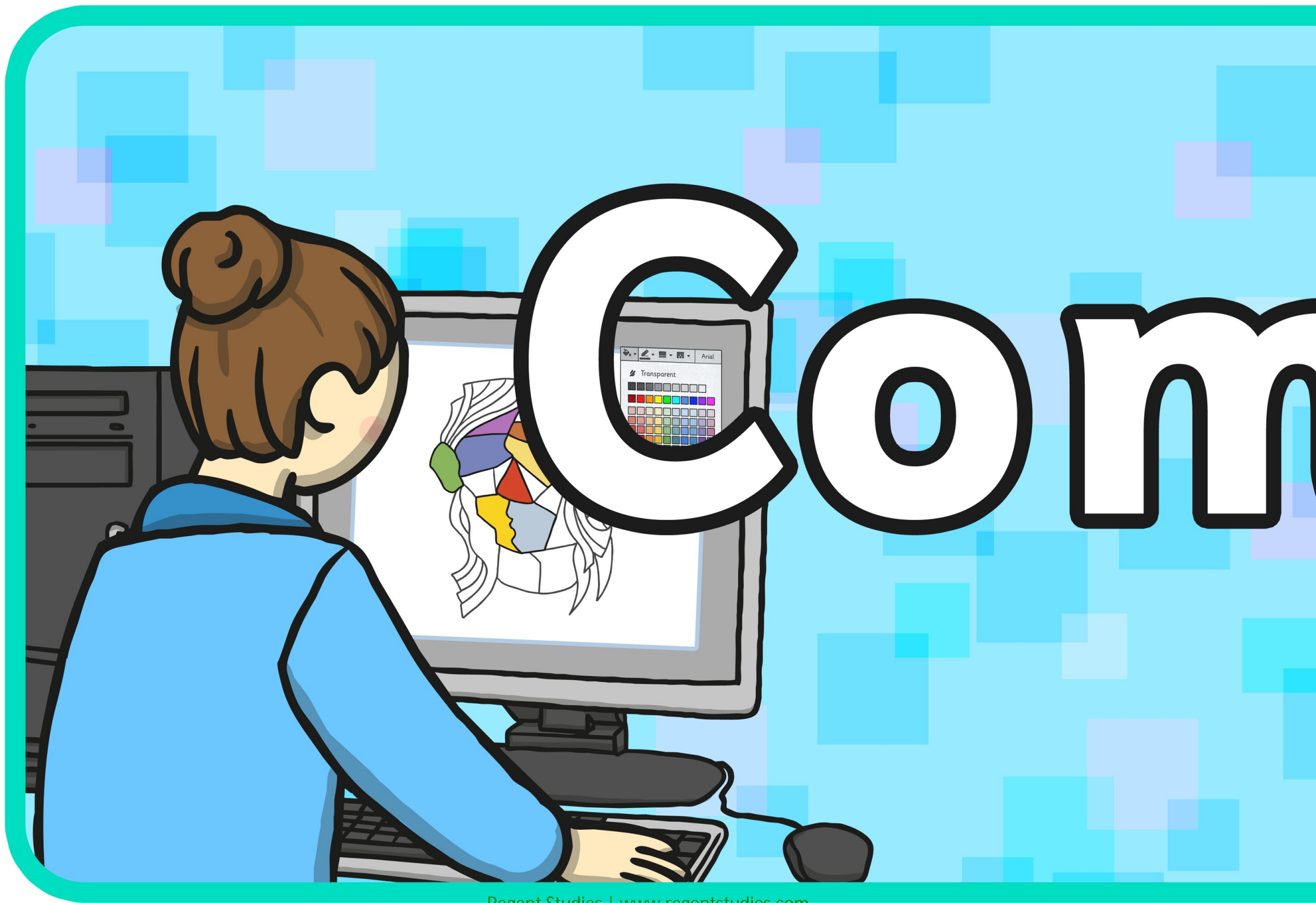


computer

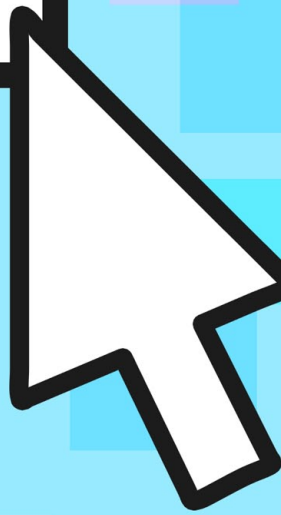


Art

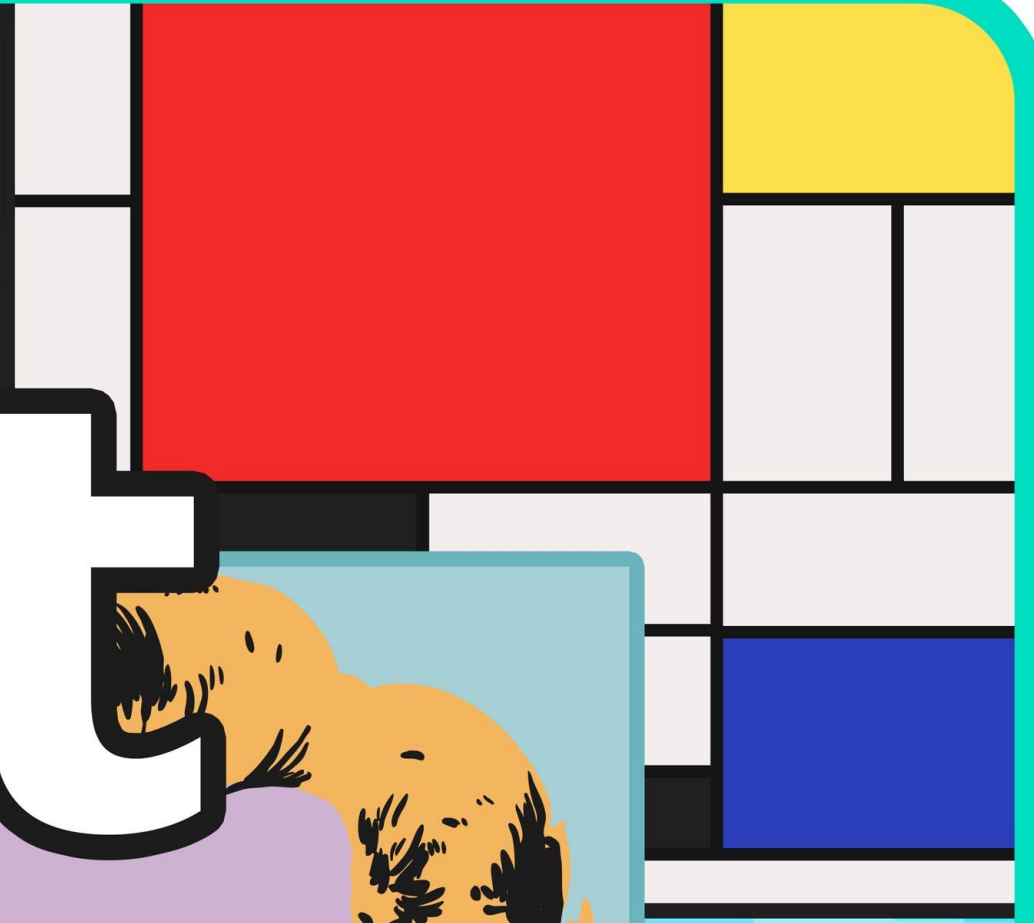


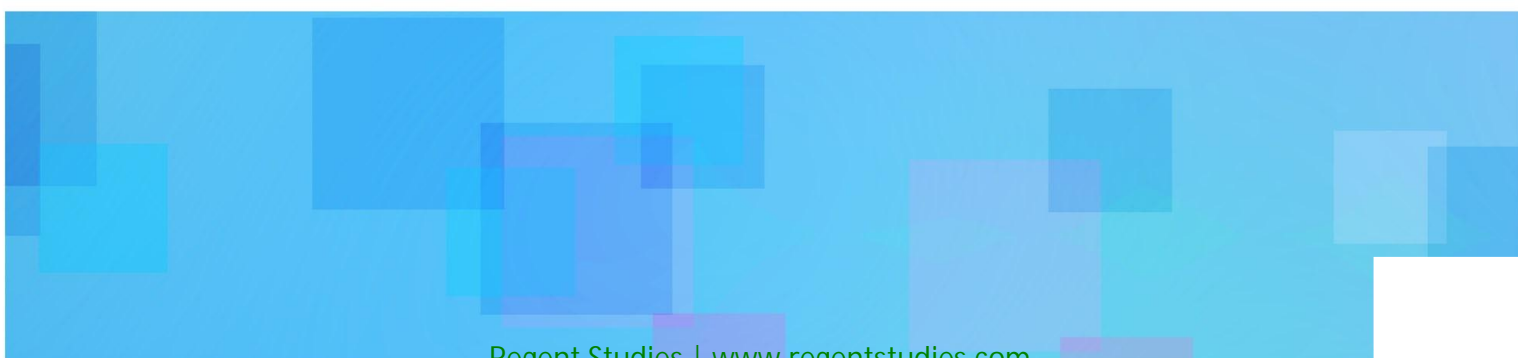
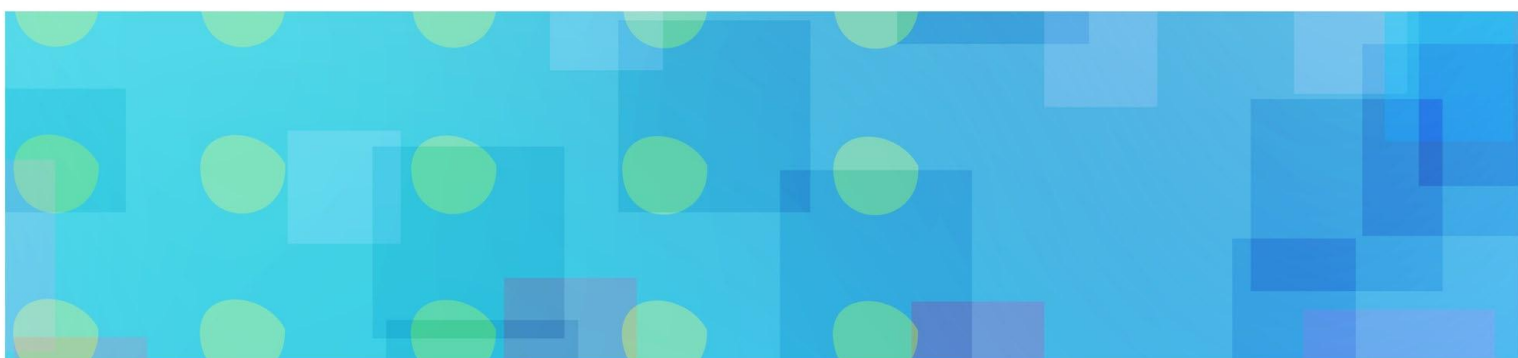
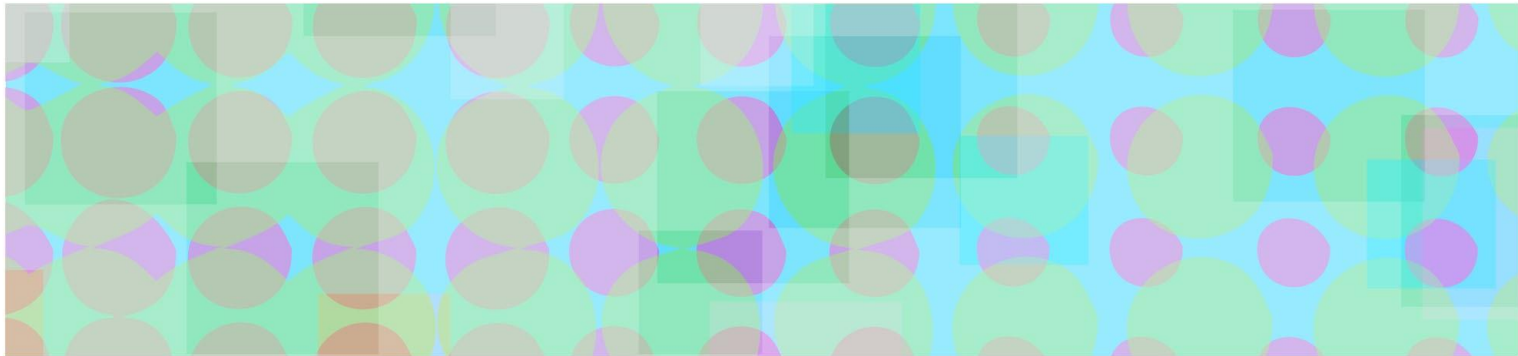


computer

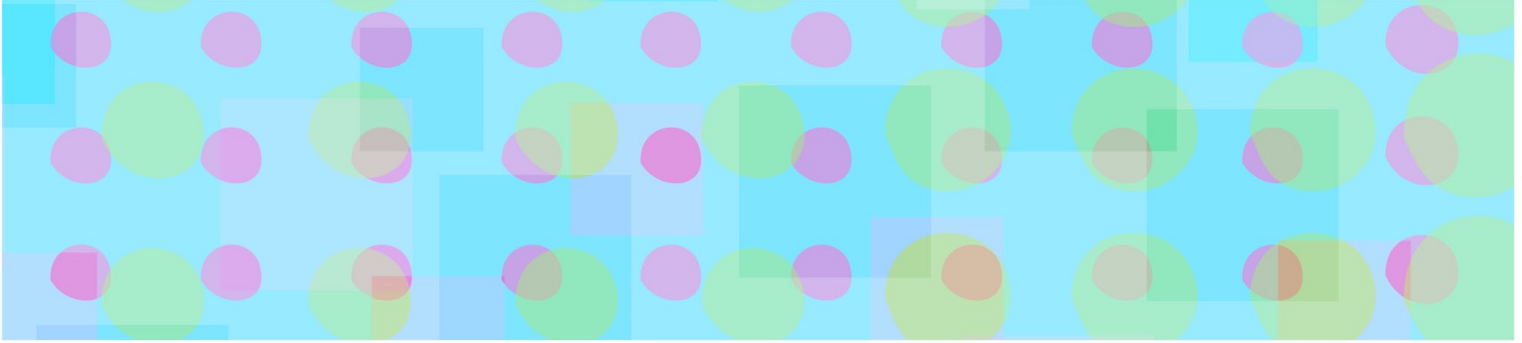
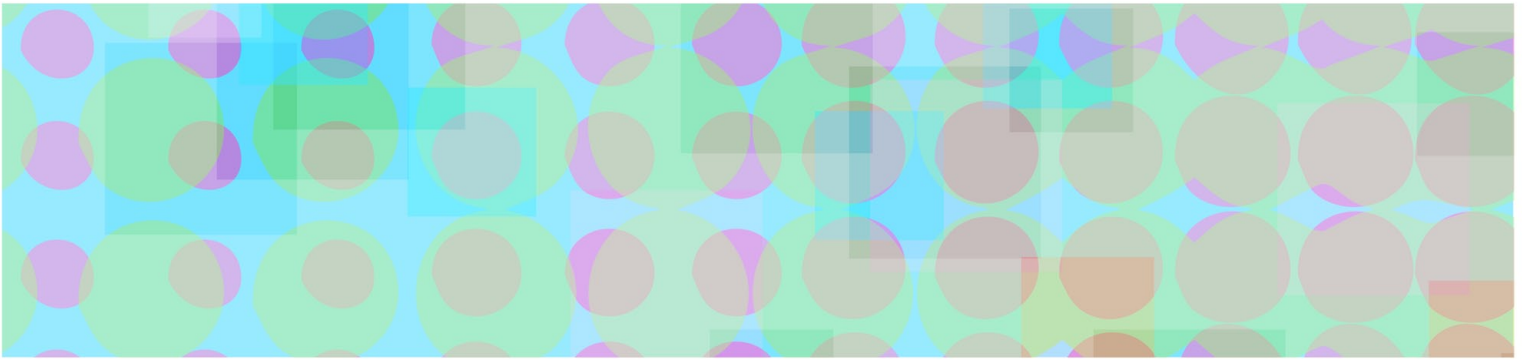


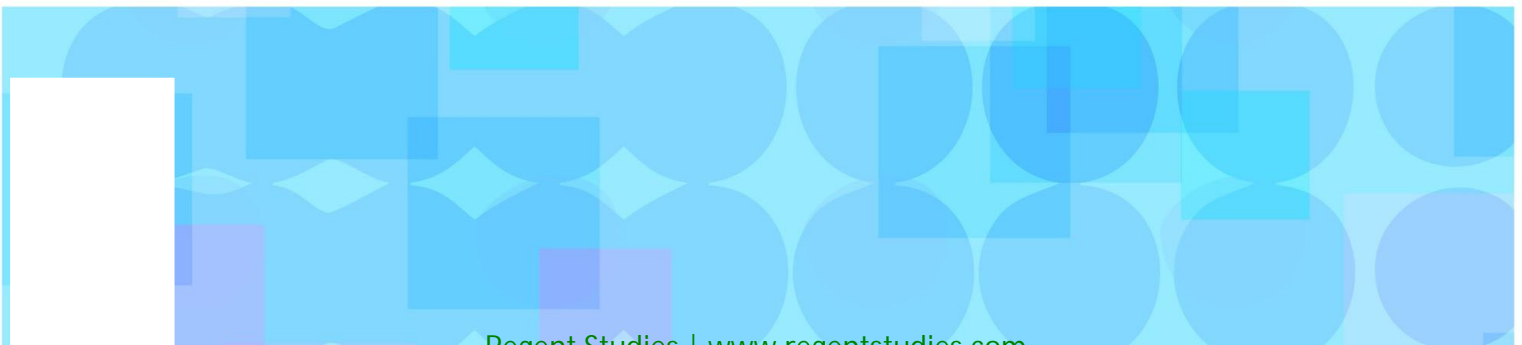
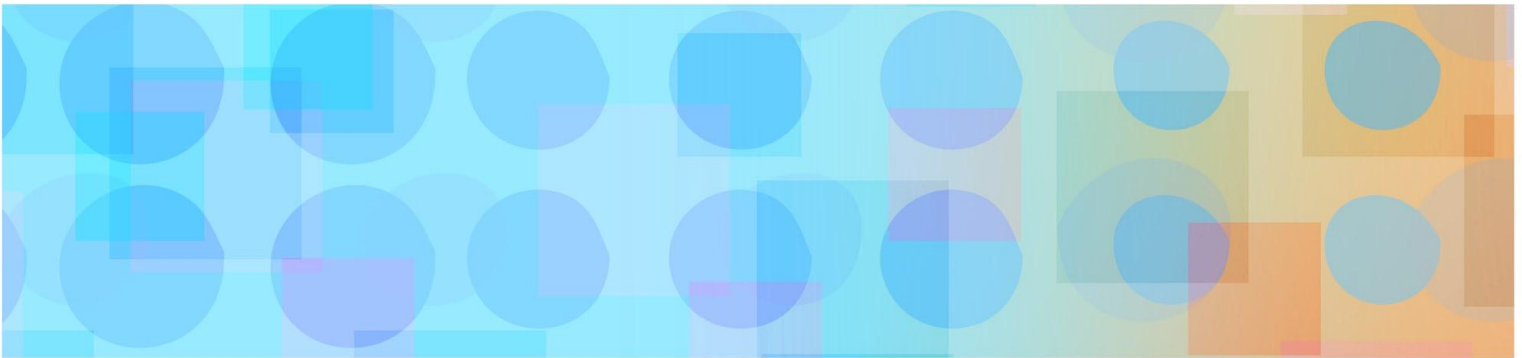
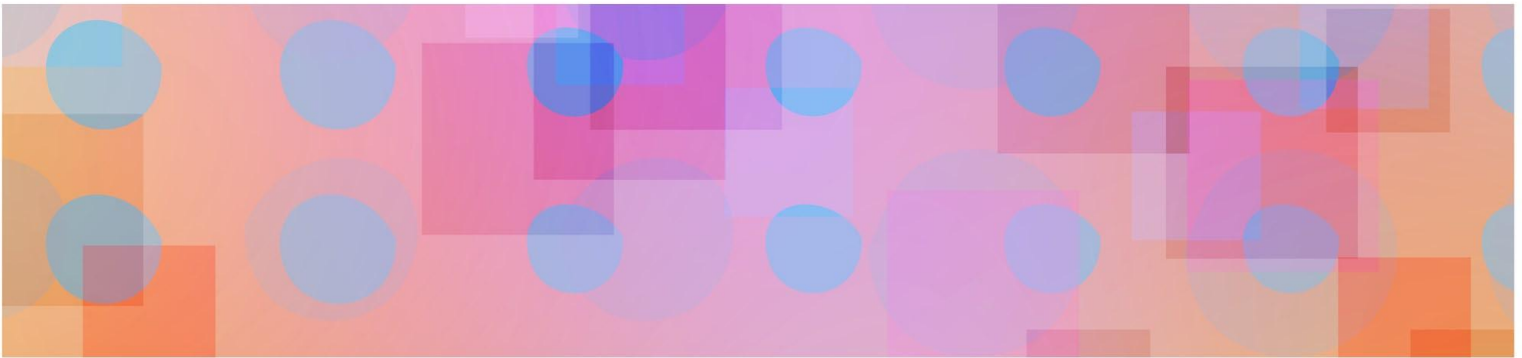
Art

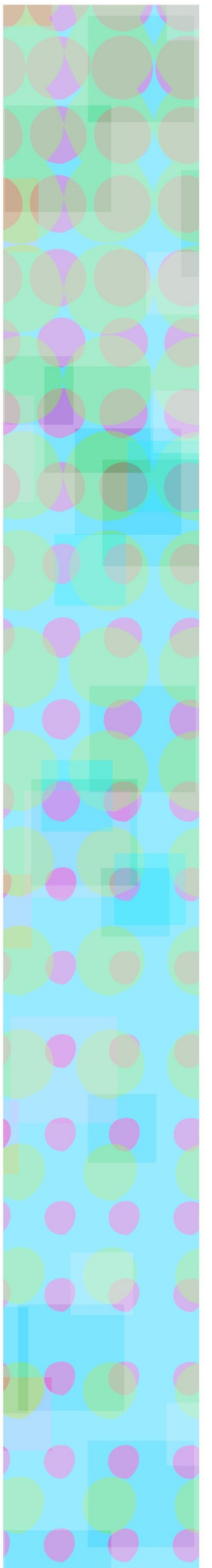
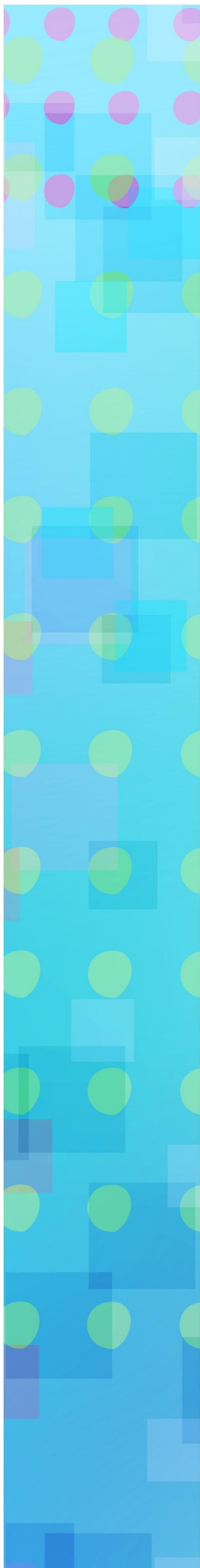
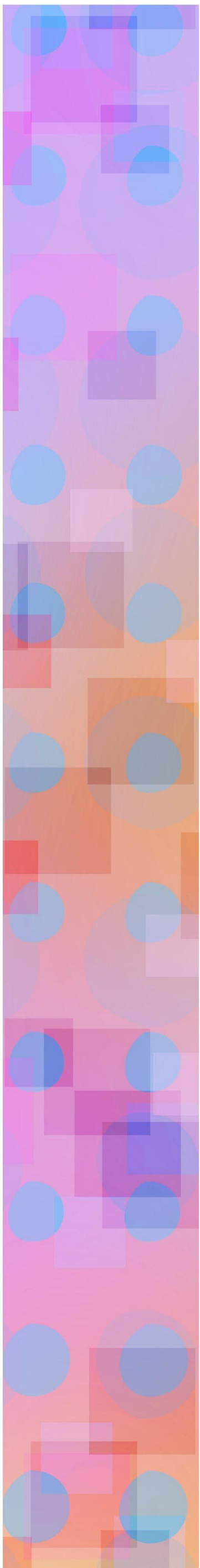


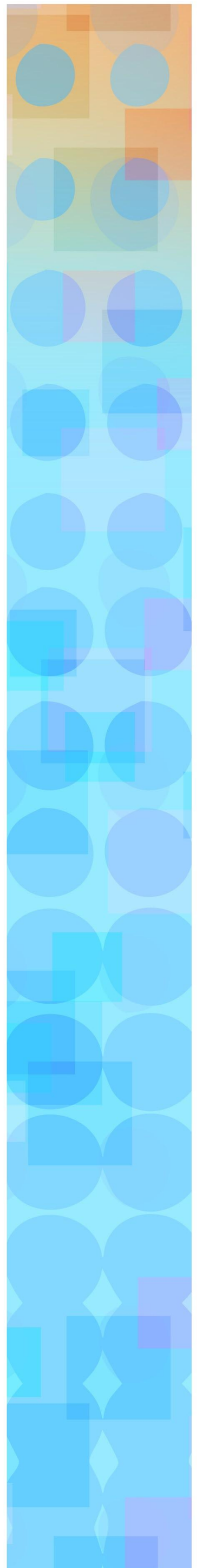
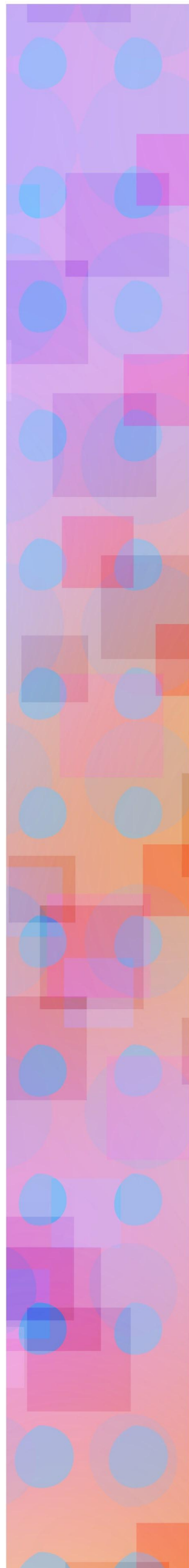
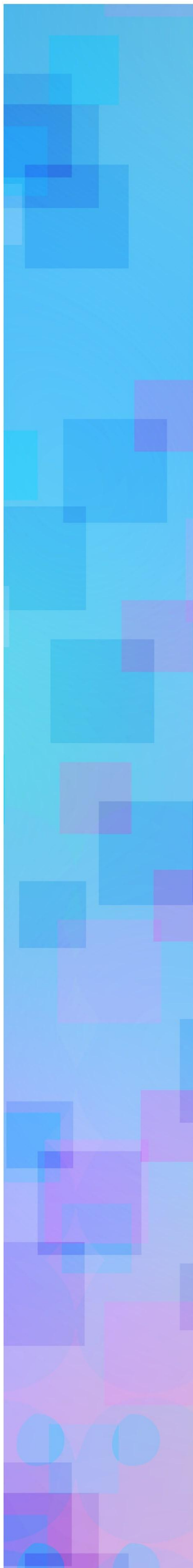
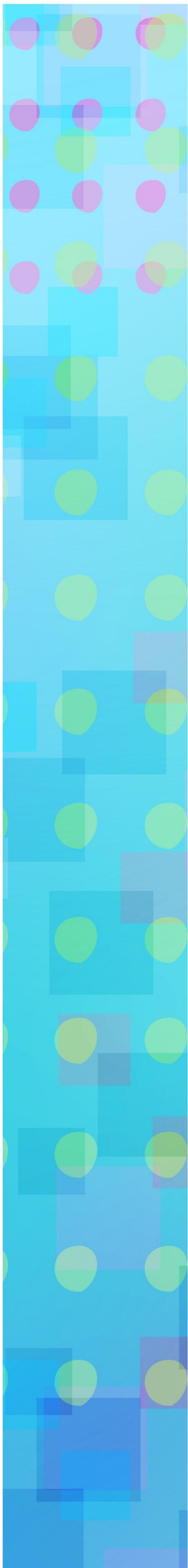
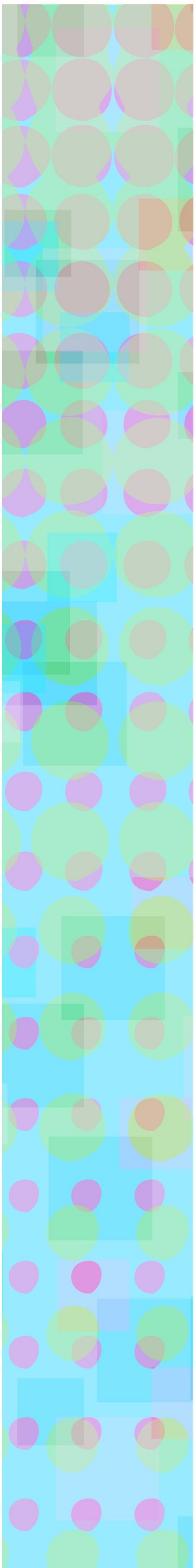


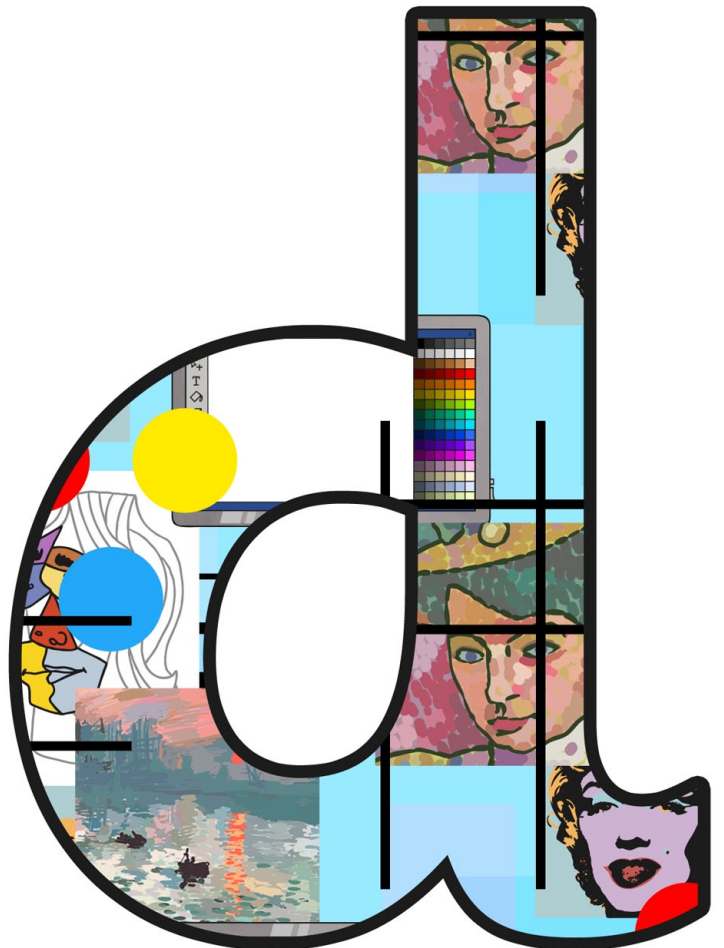
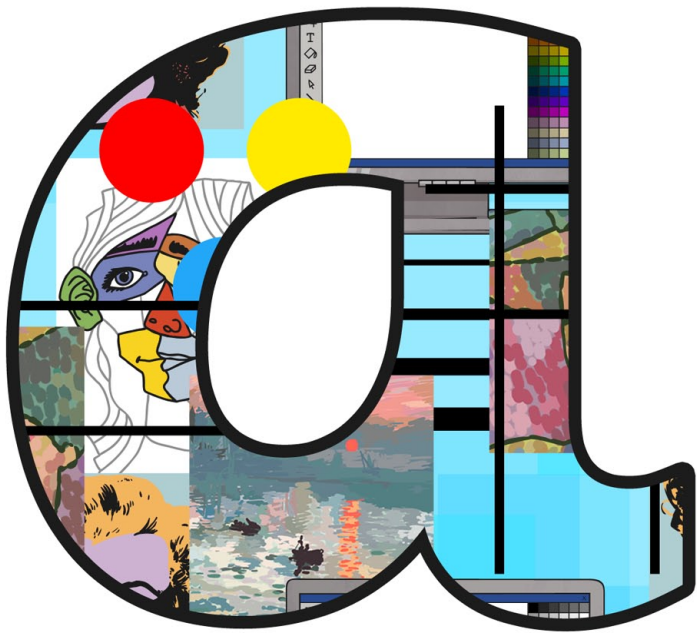


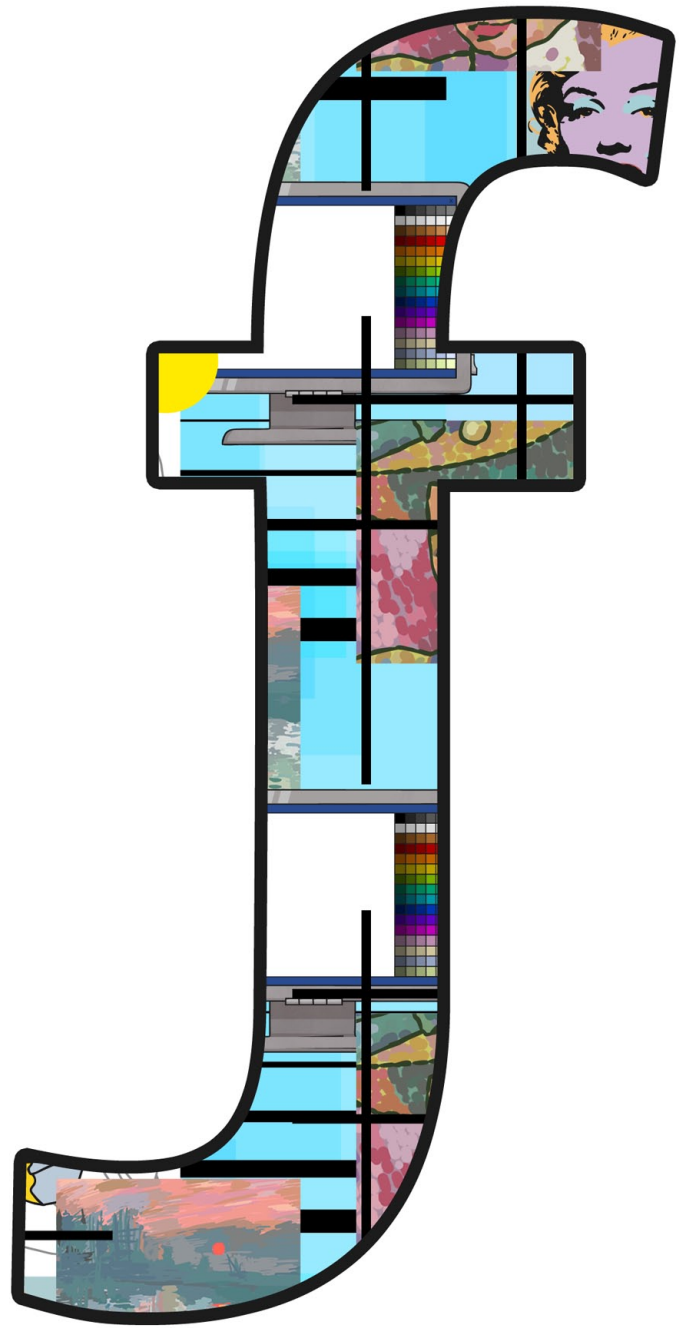


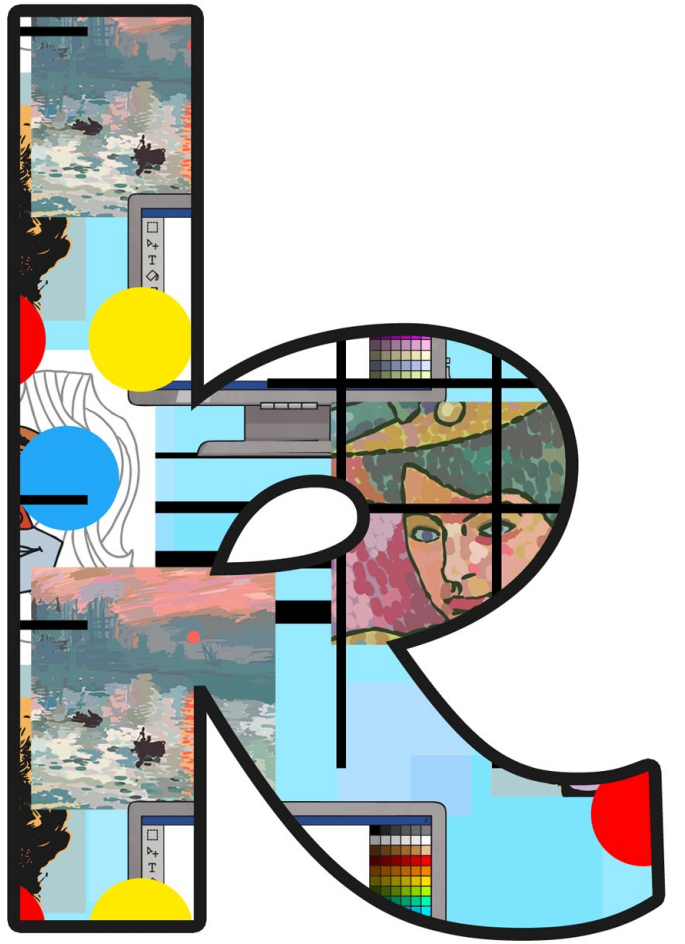
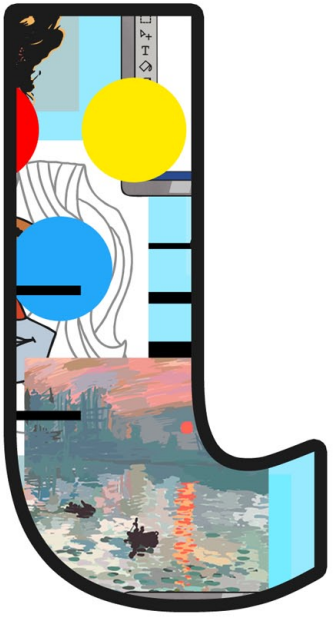
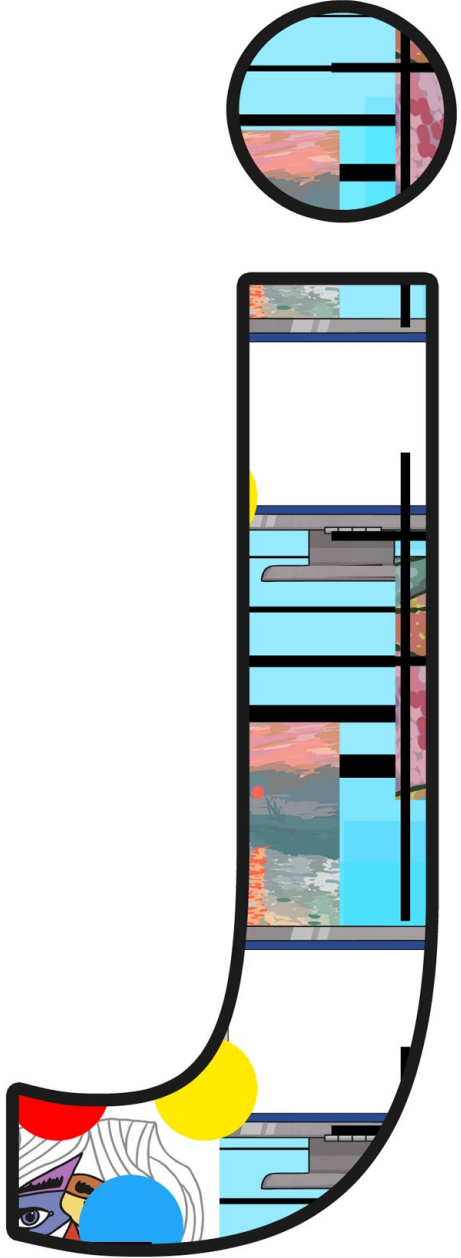


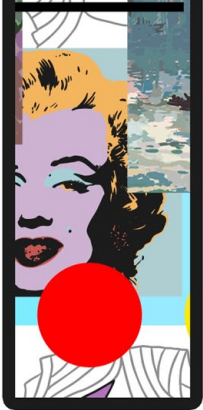
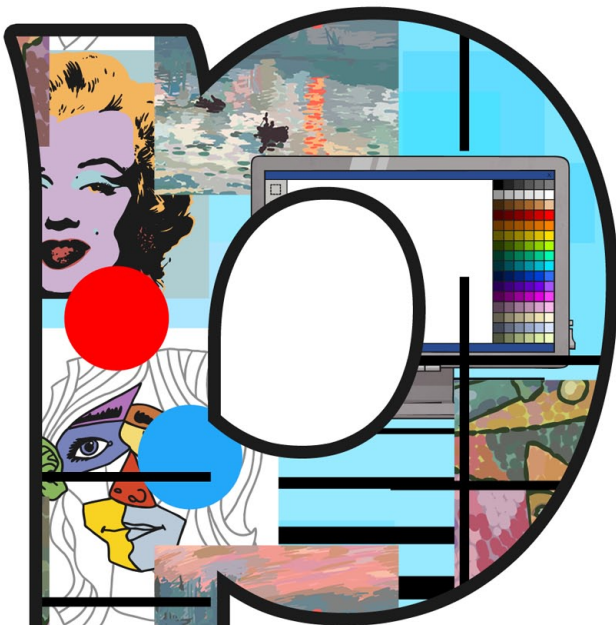
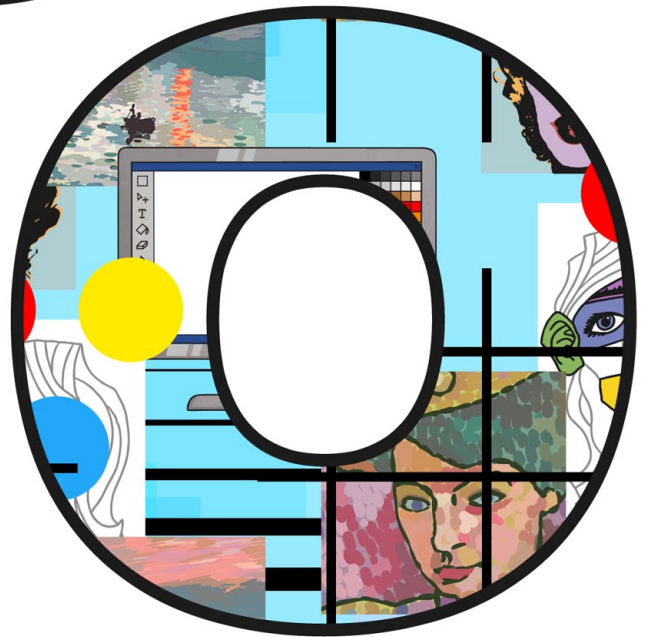


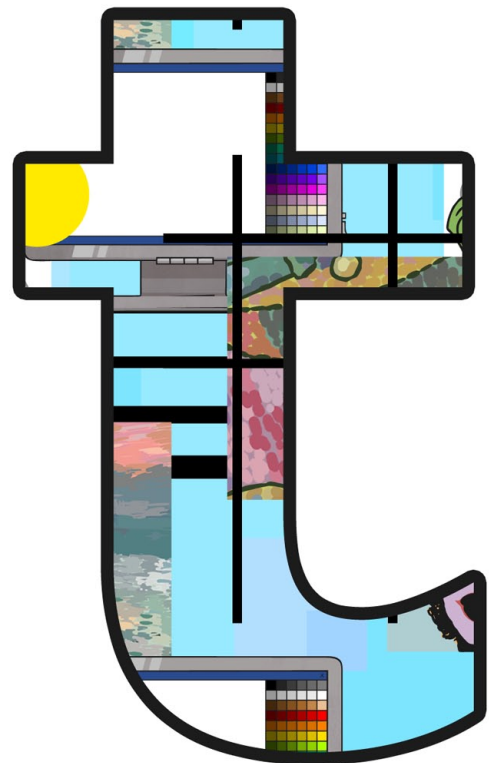
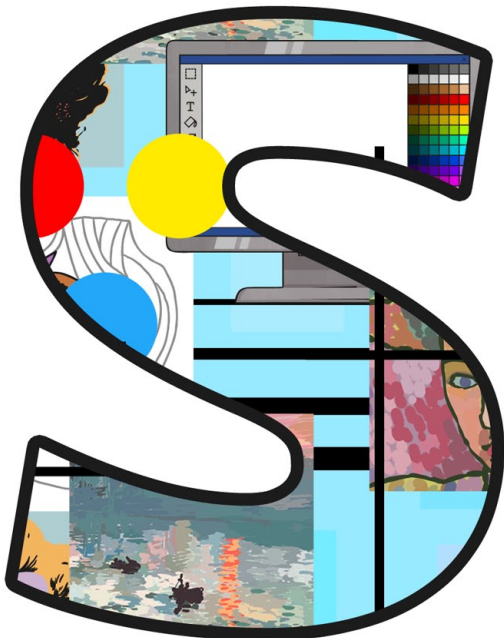
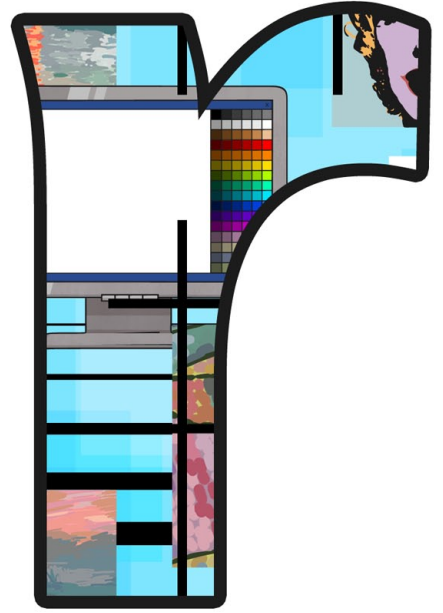
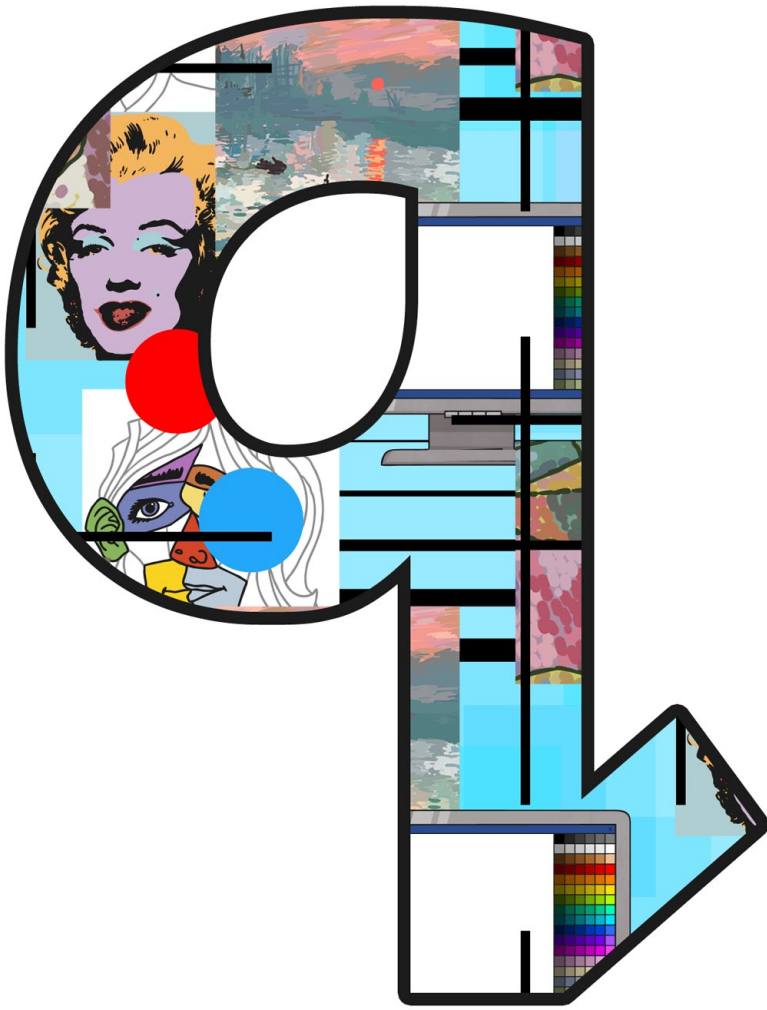


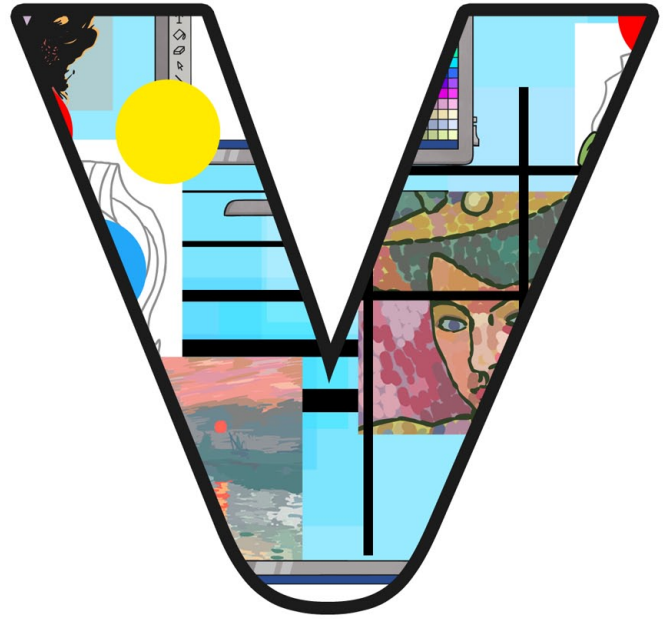
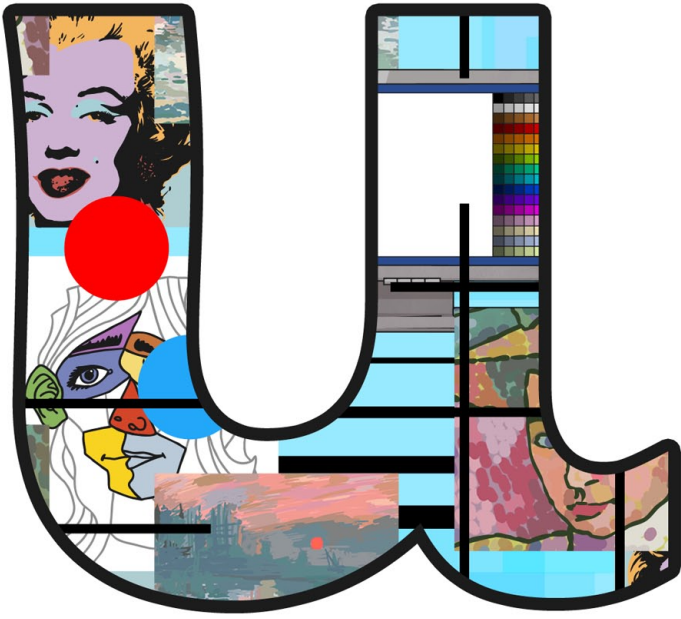


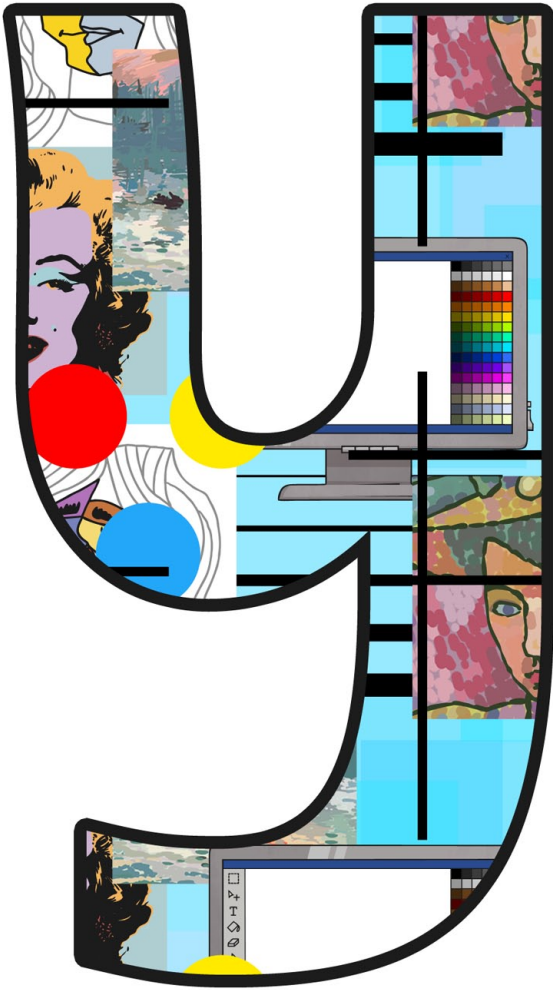


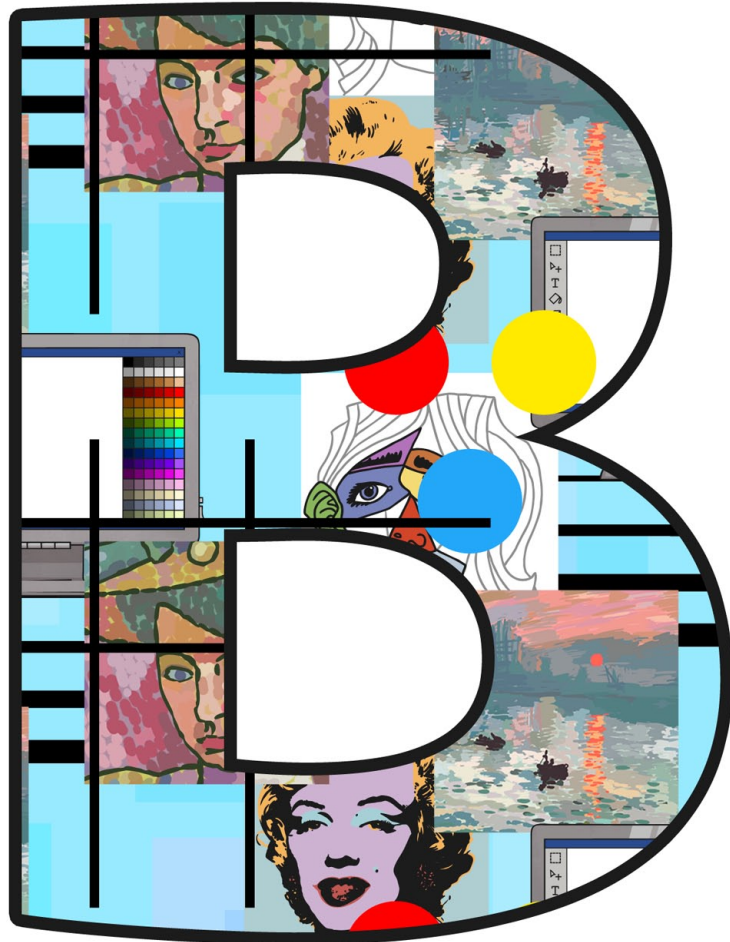


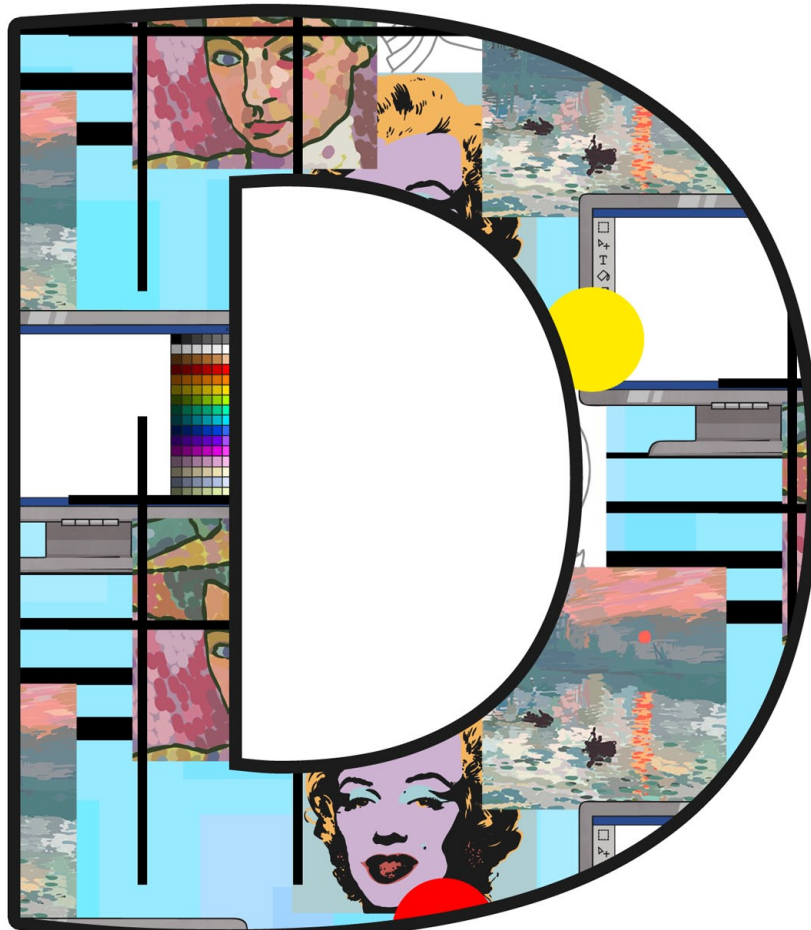


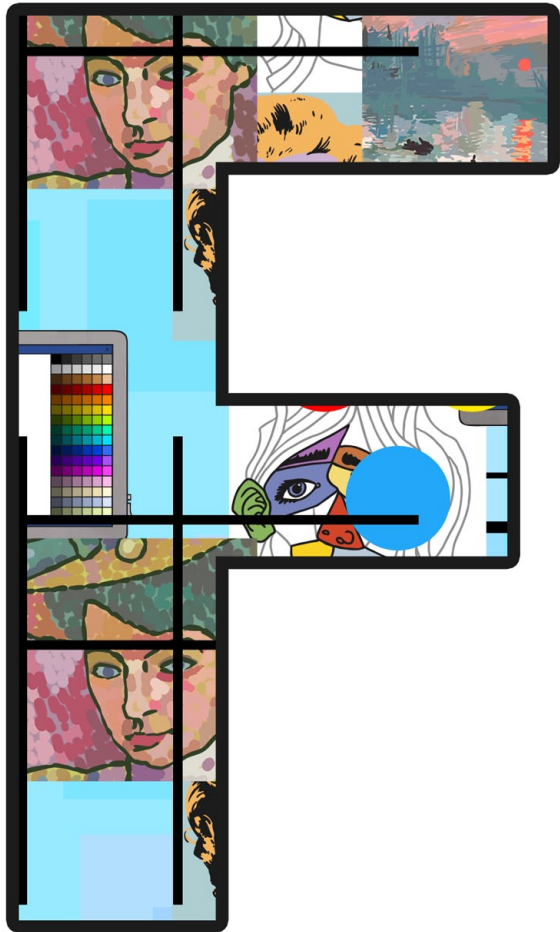
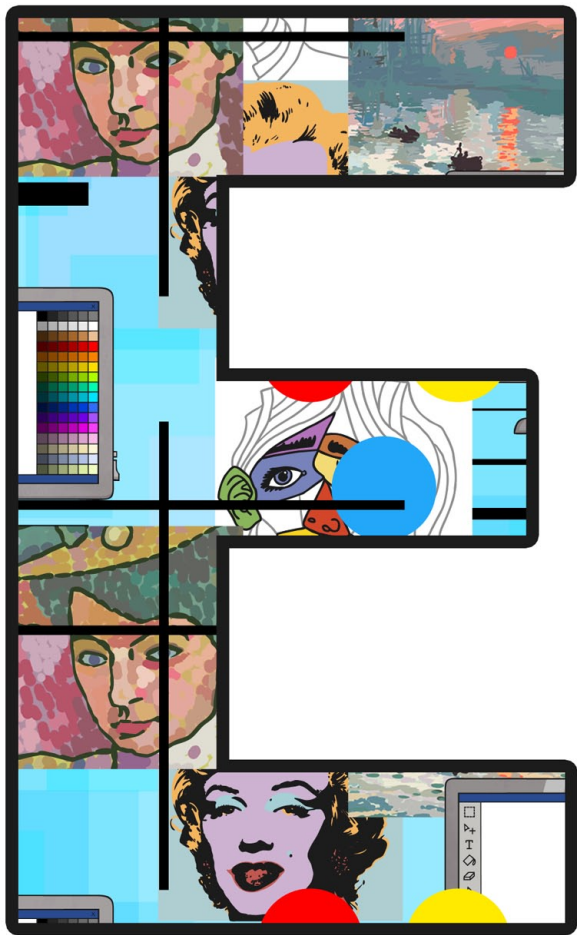


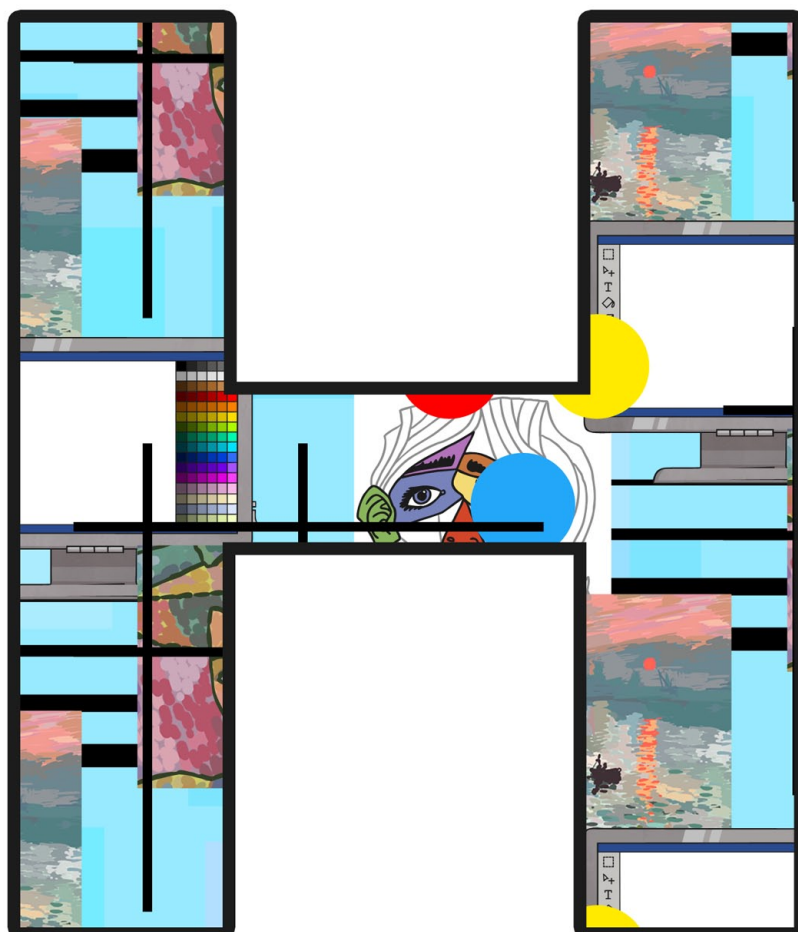


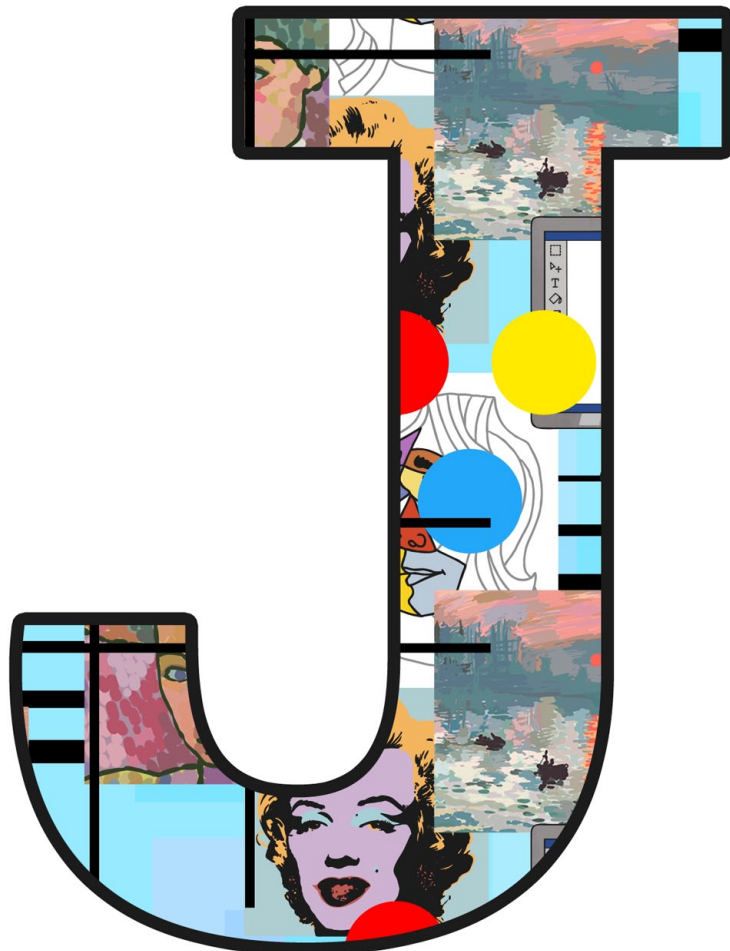
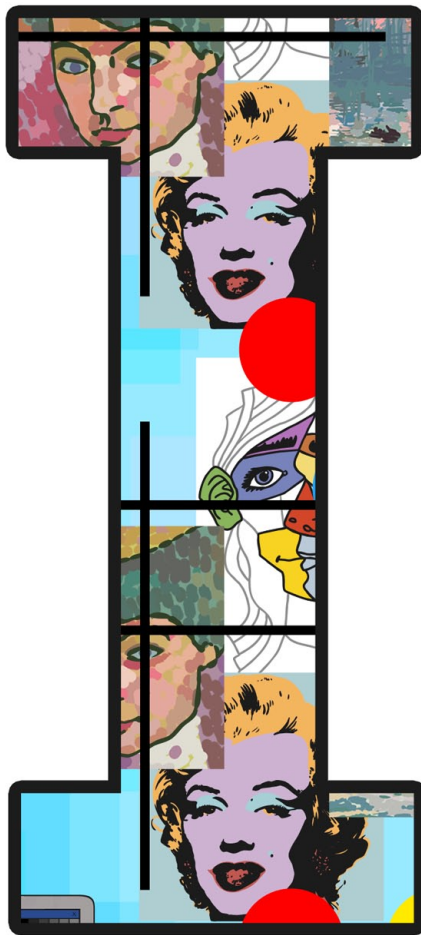


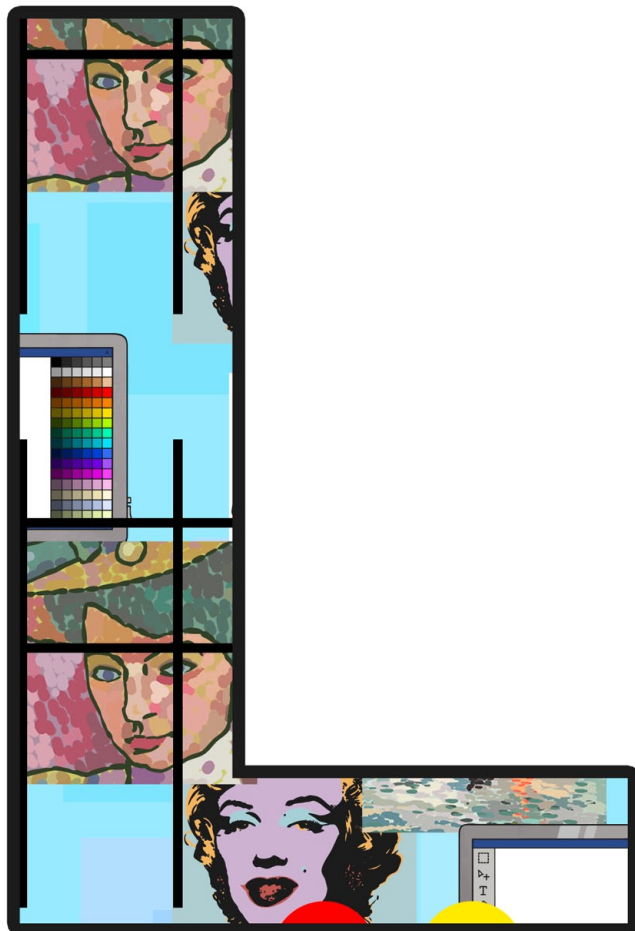
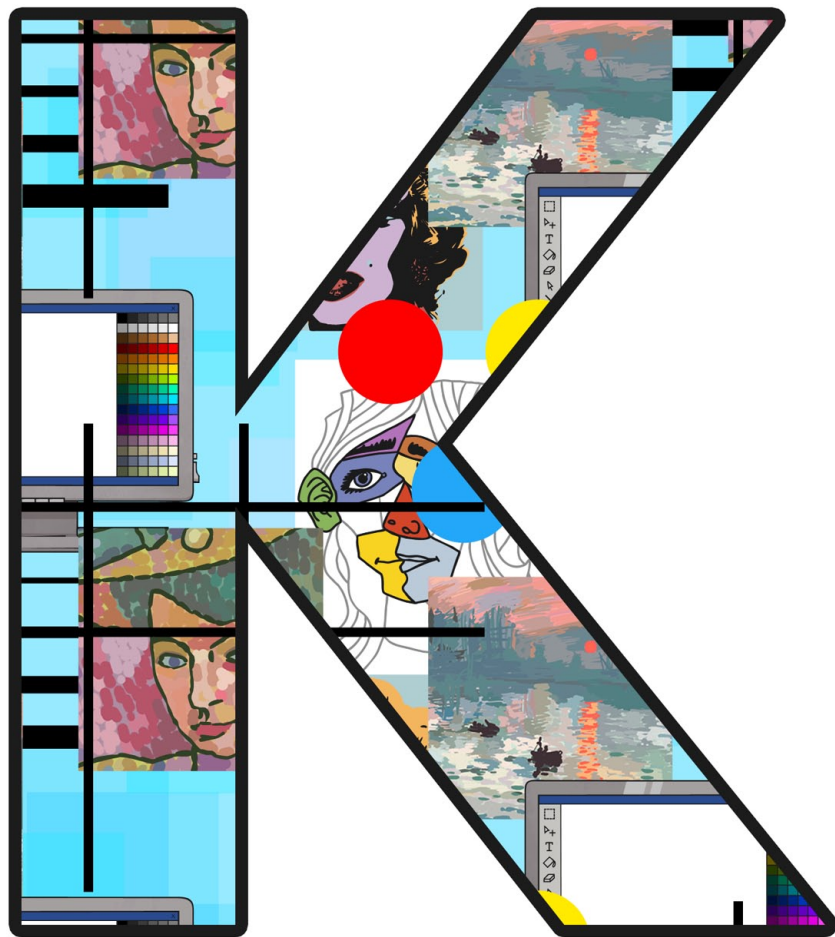


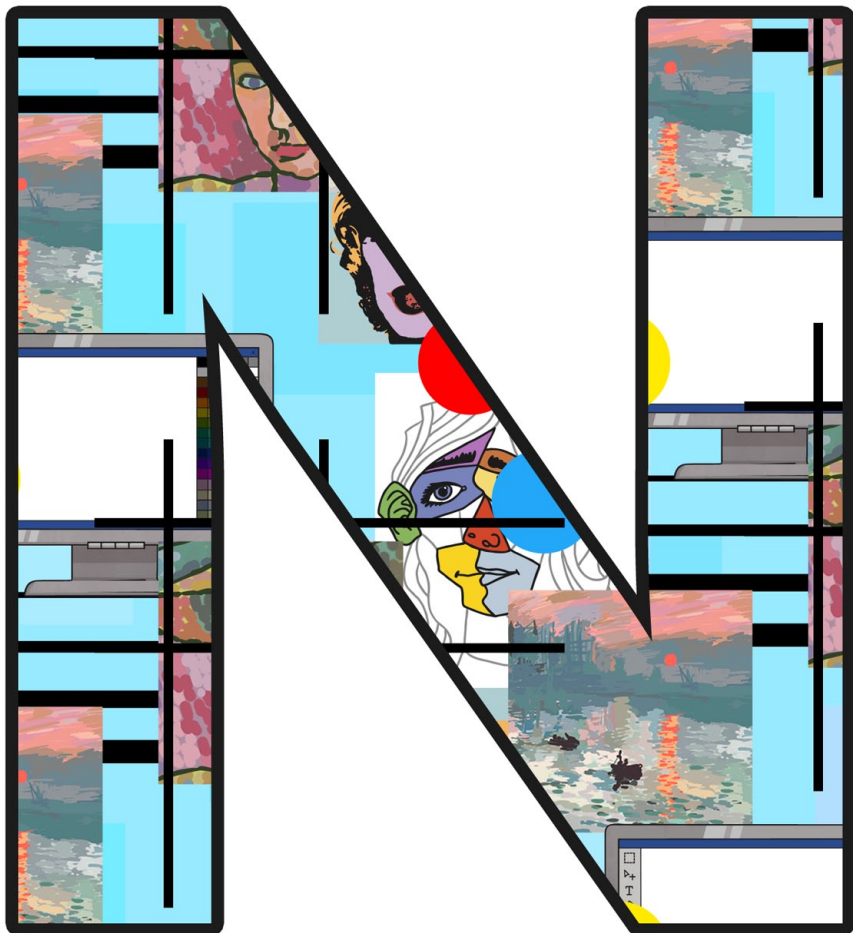
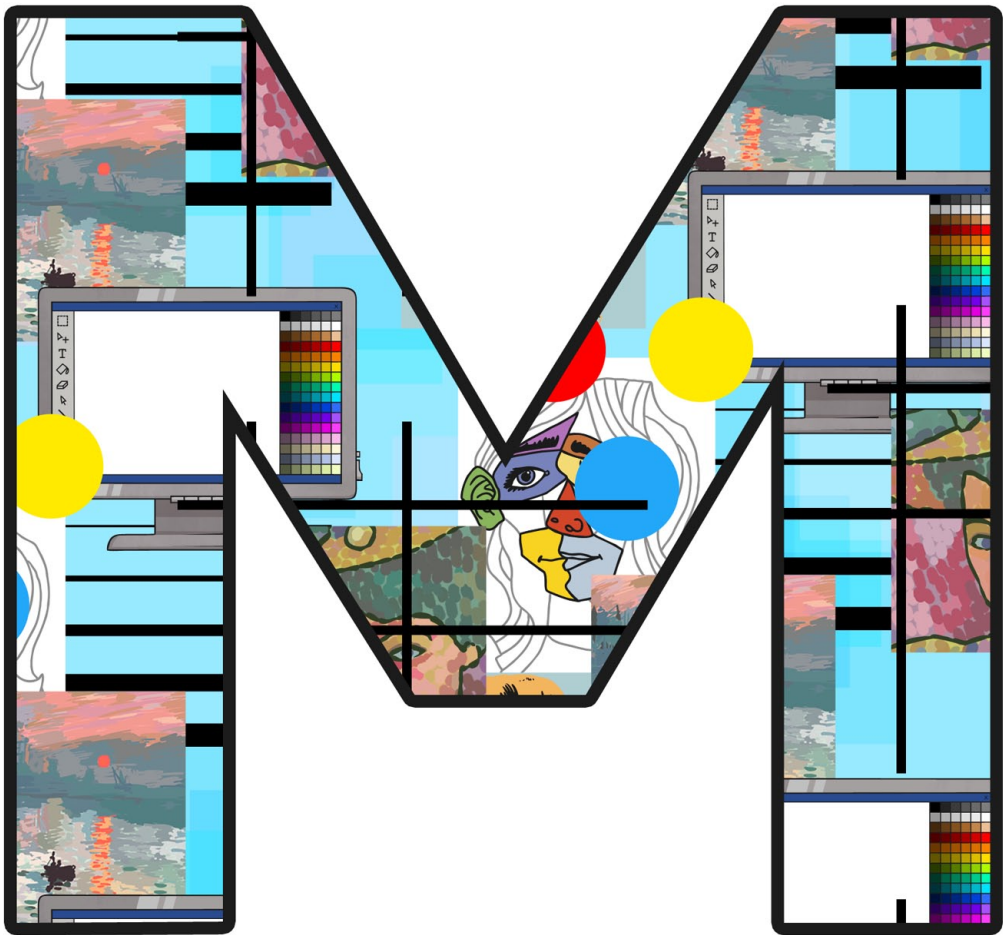


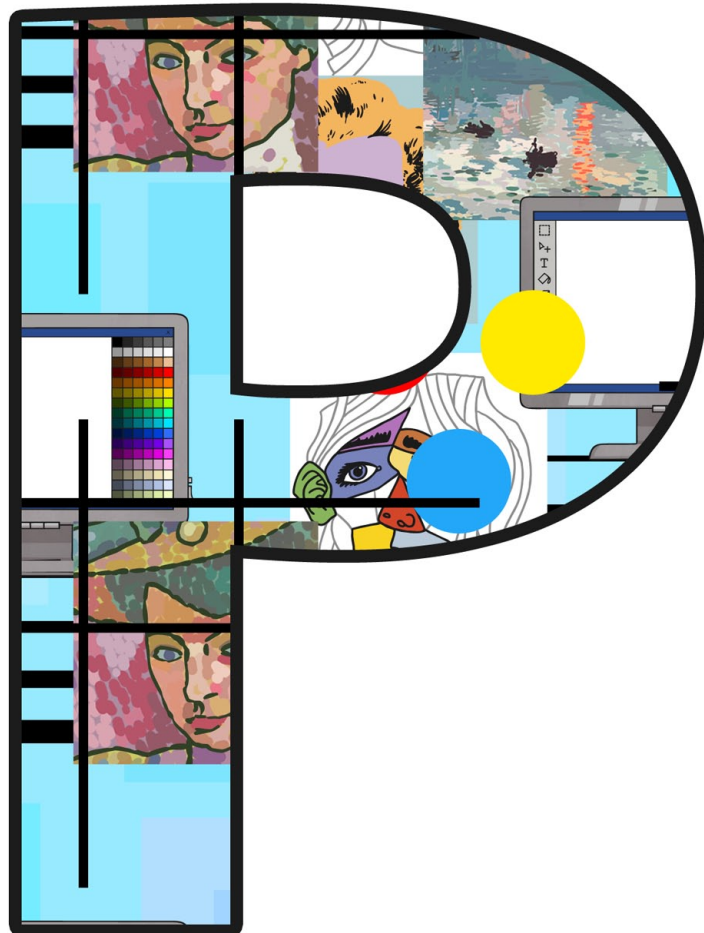
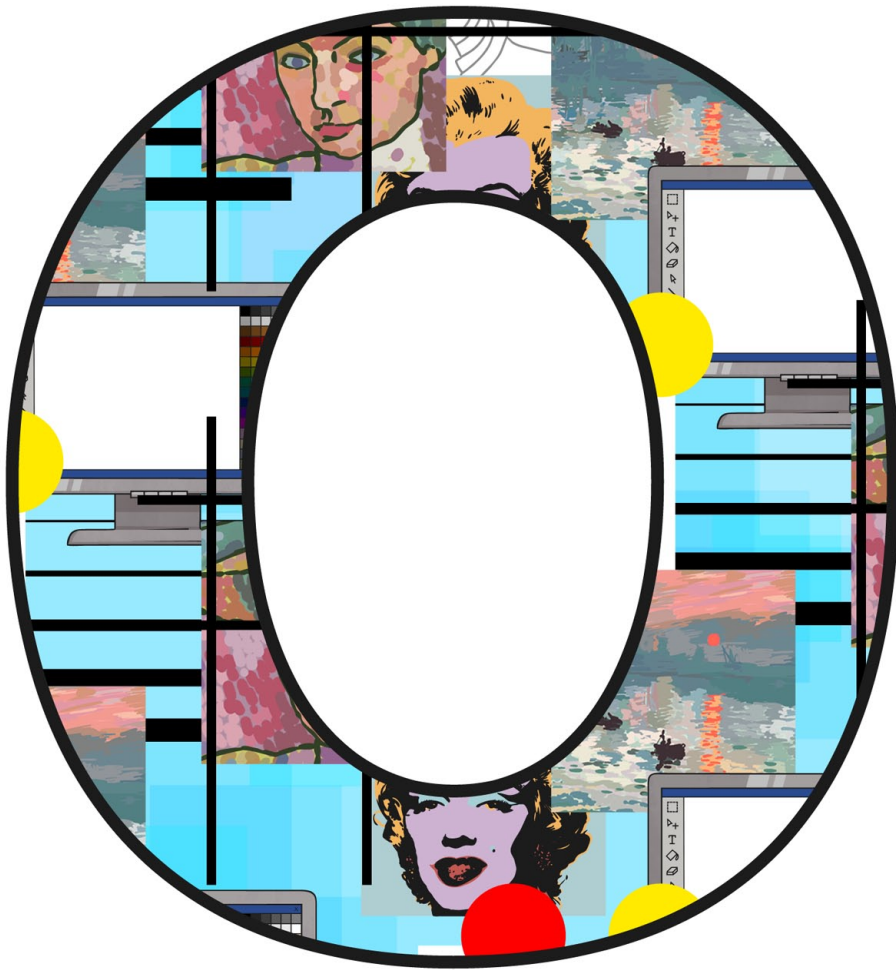


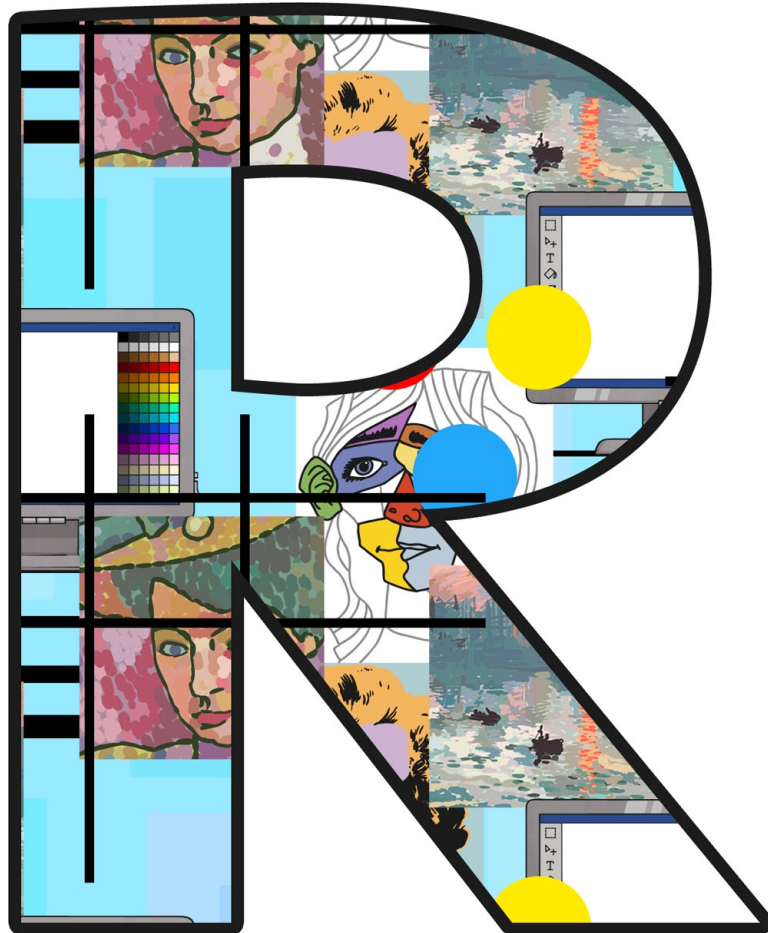
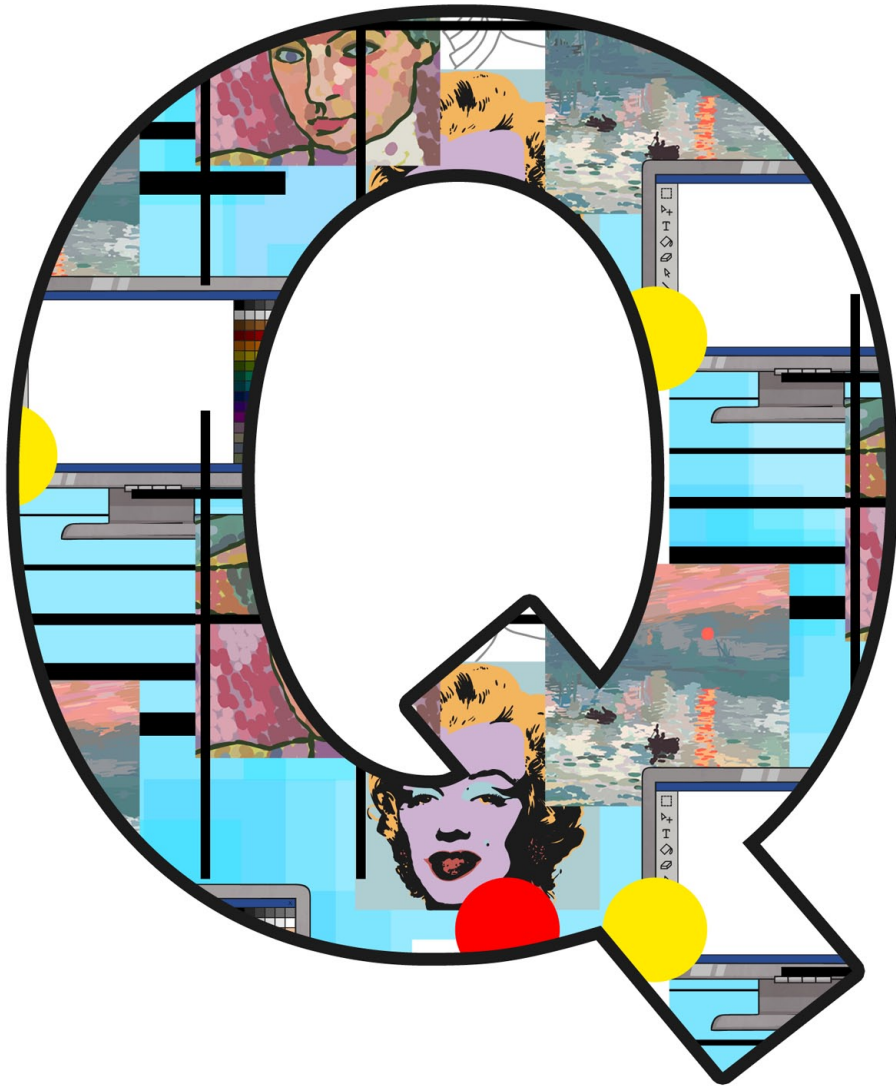


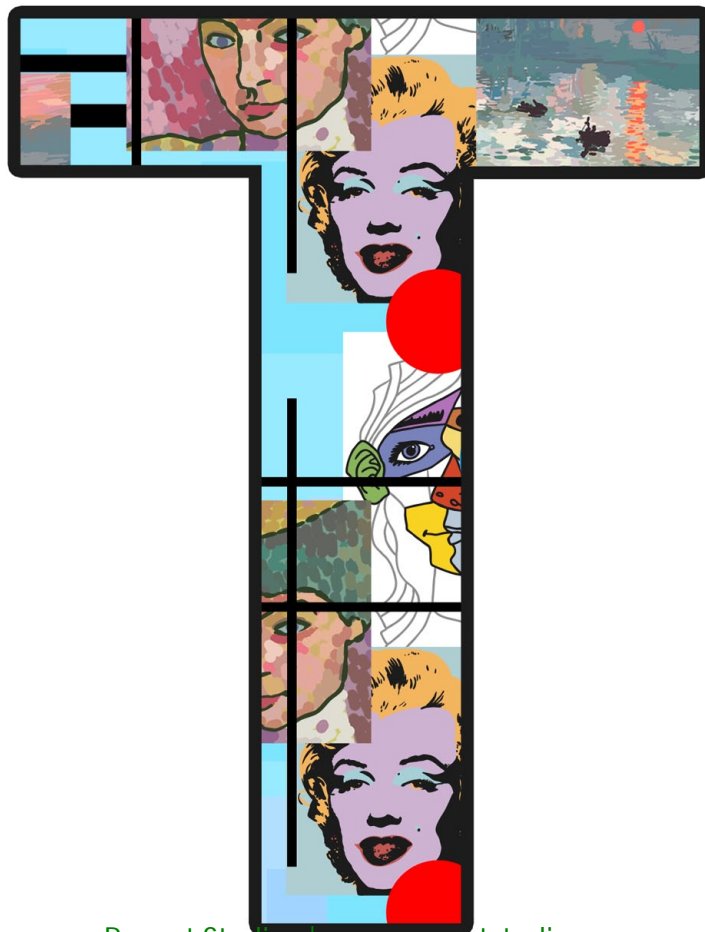


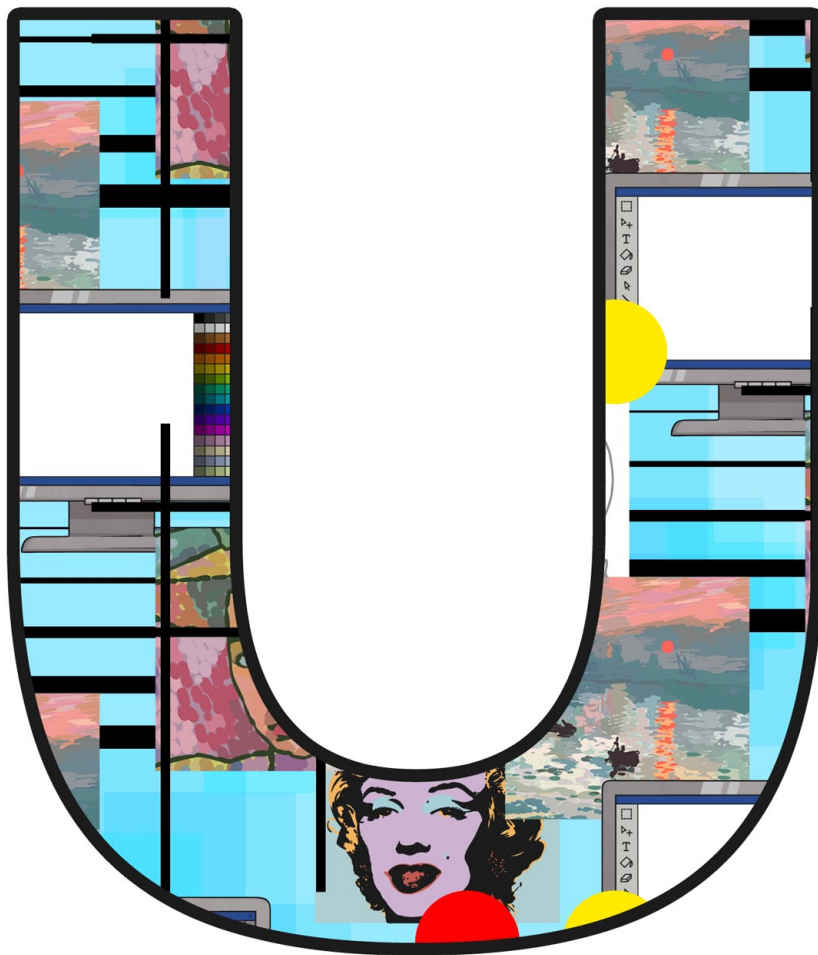


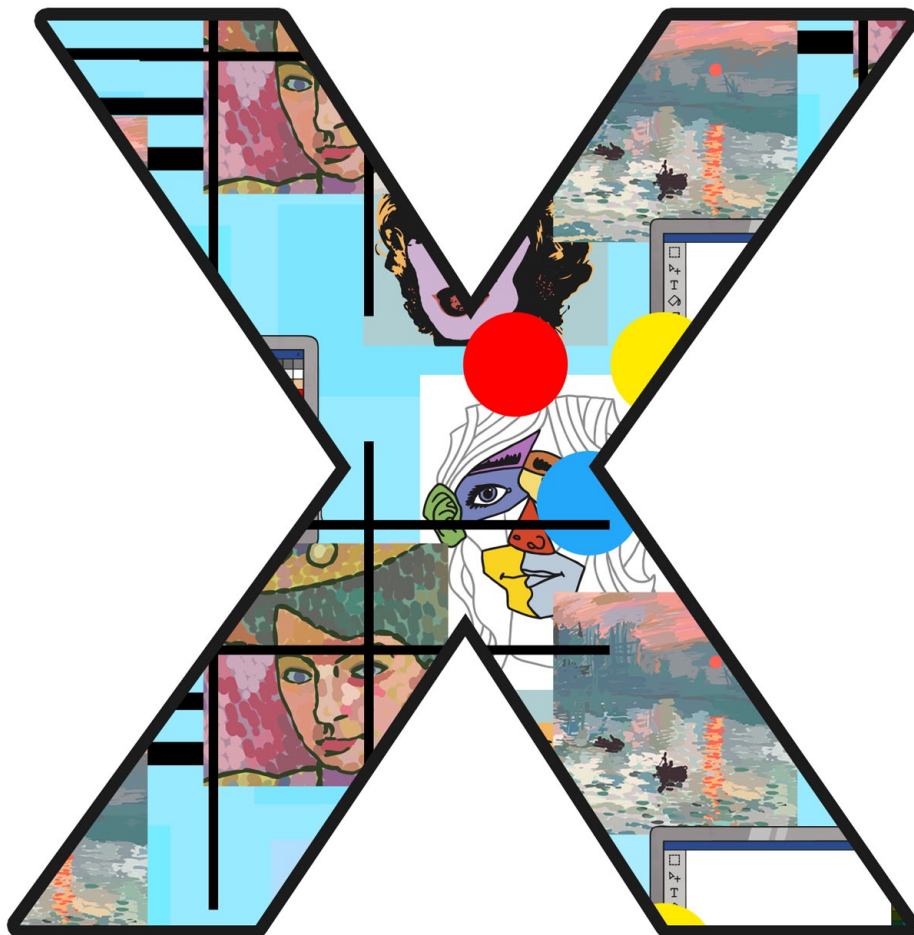


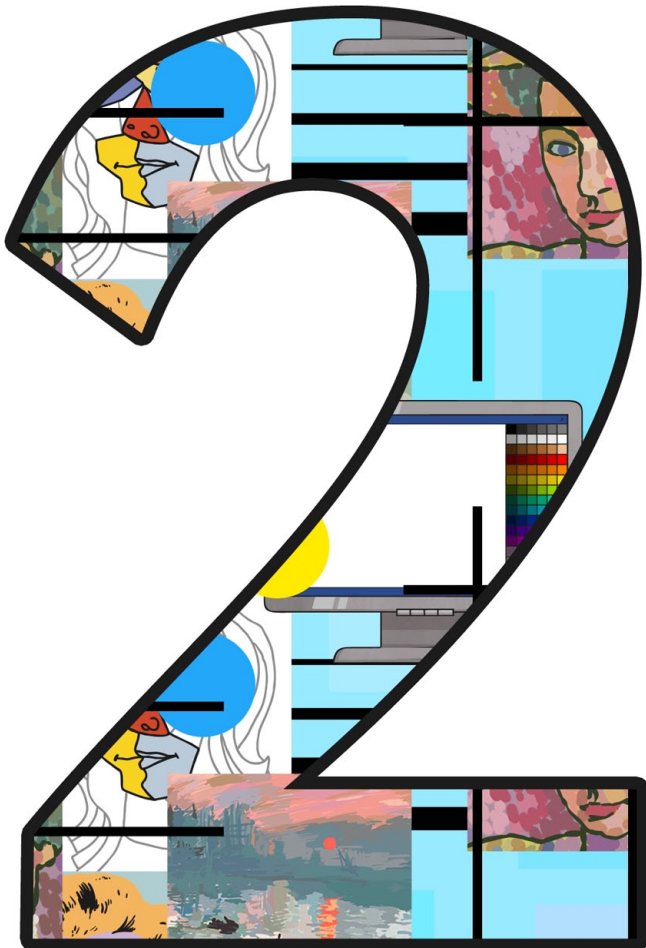
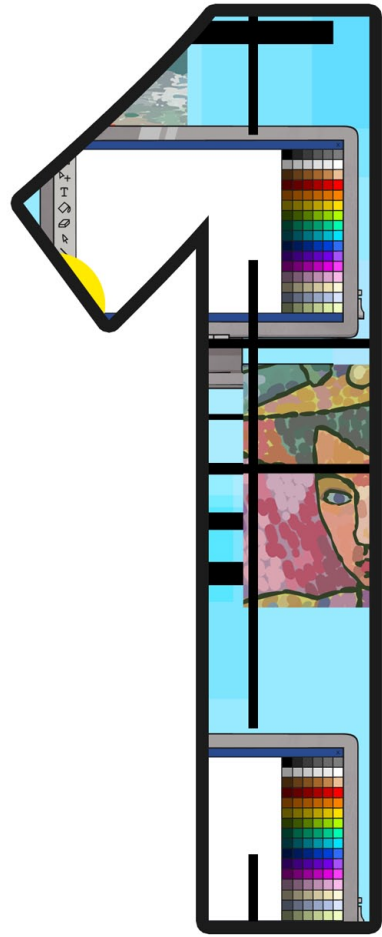
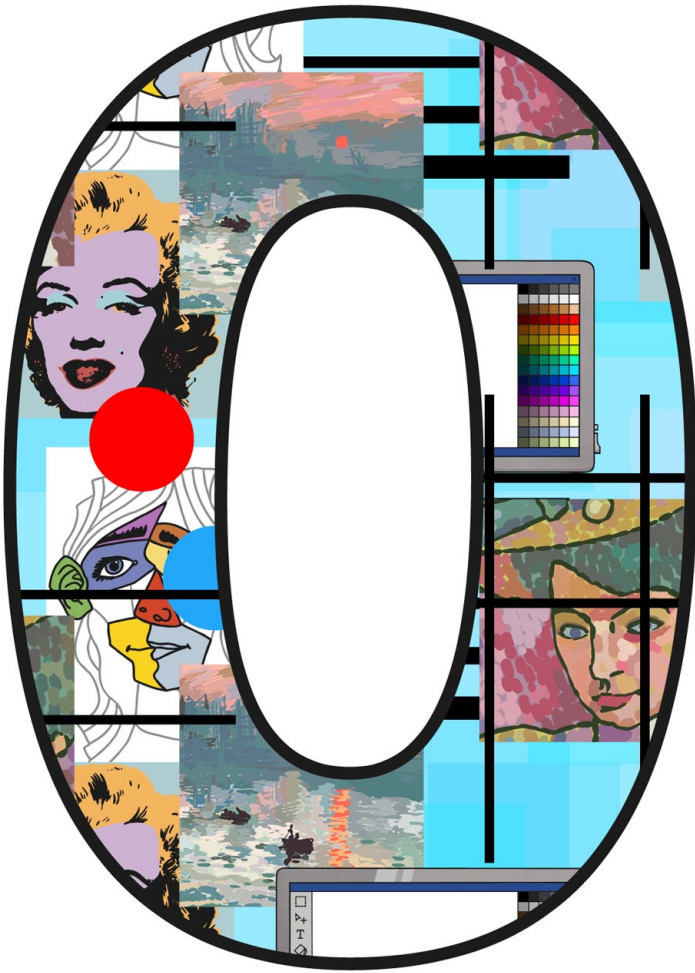


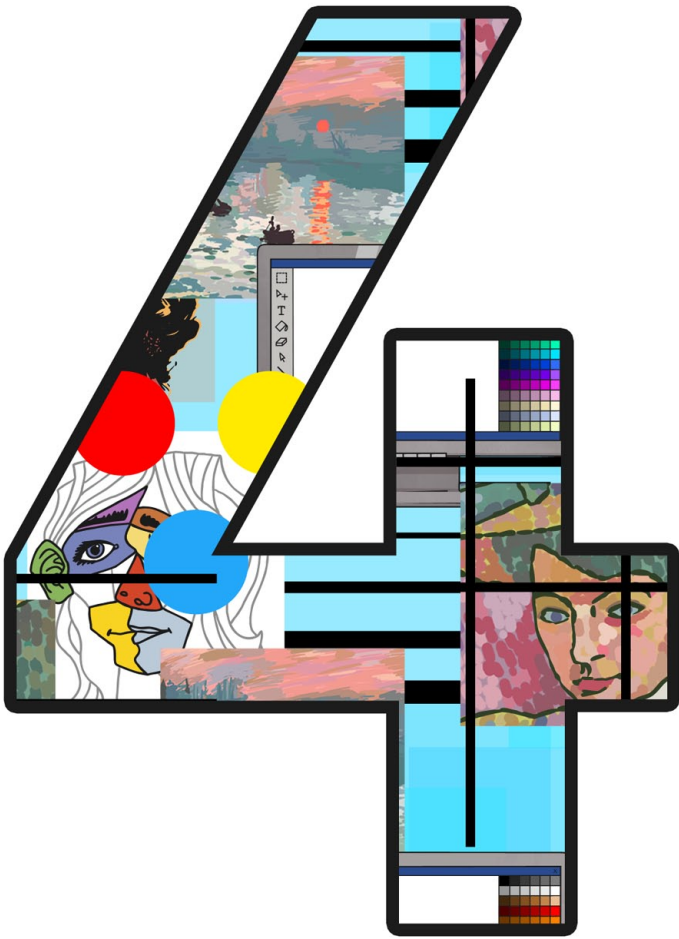


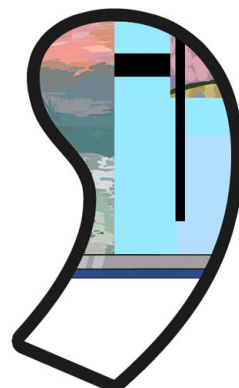
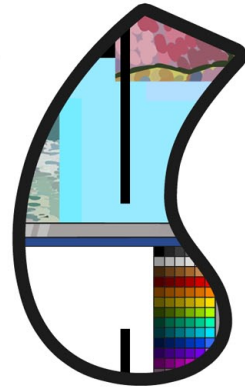
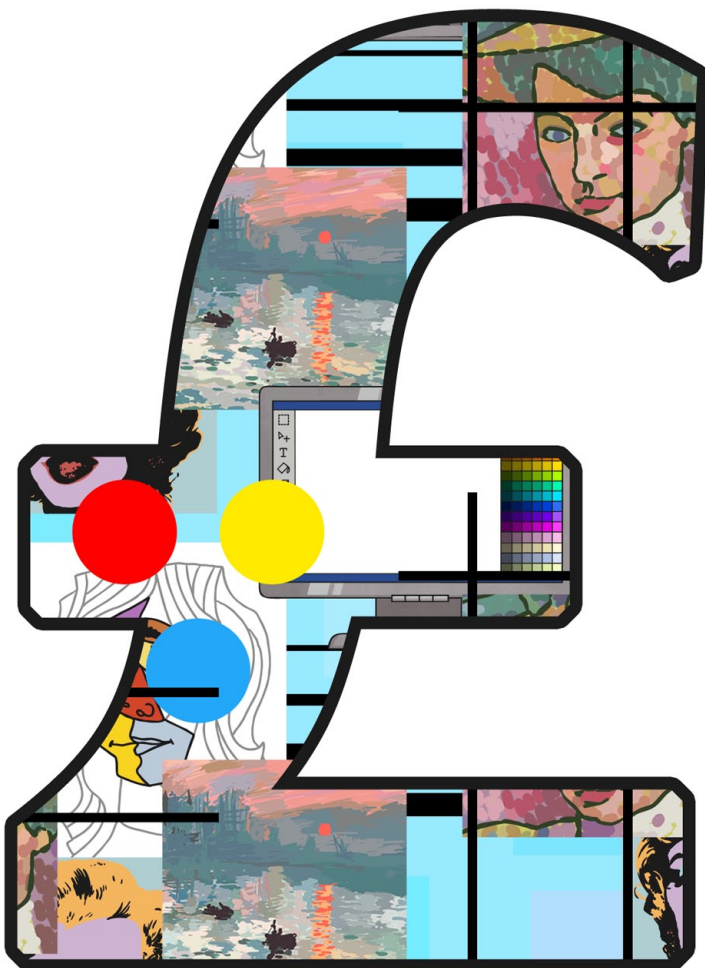
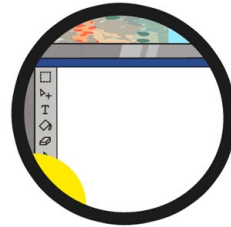
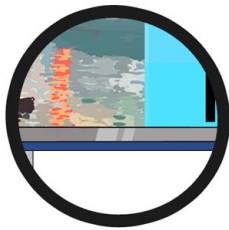
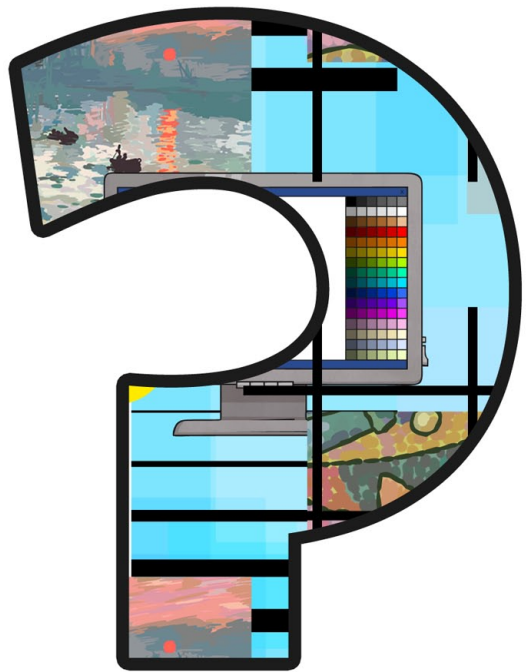




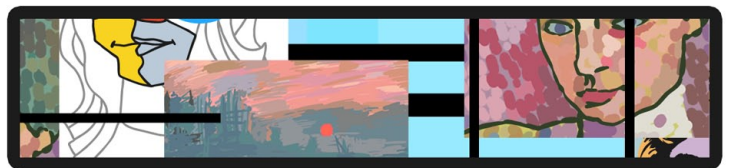
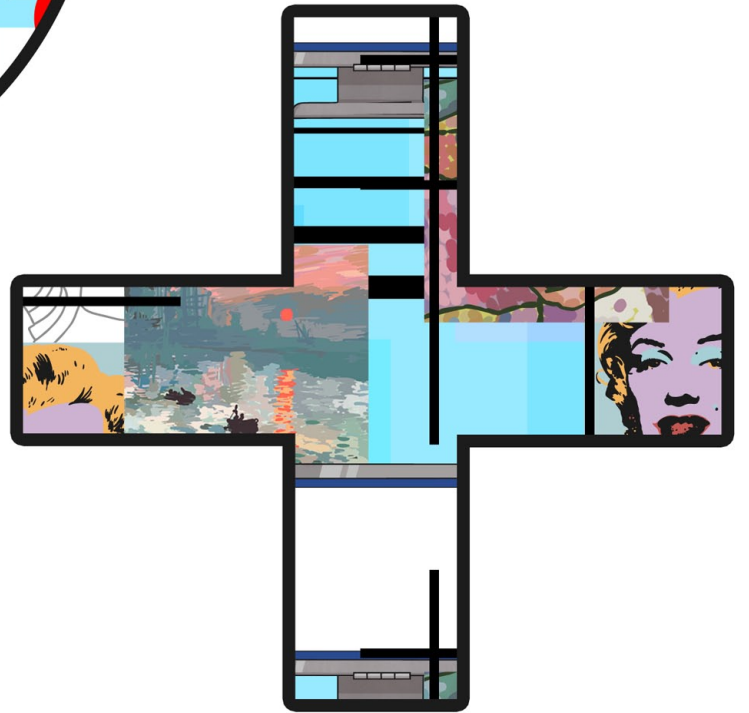
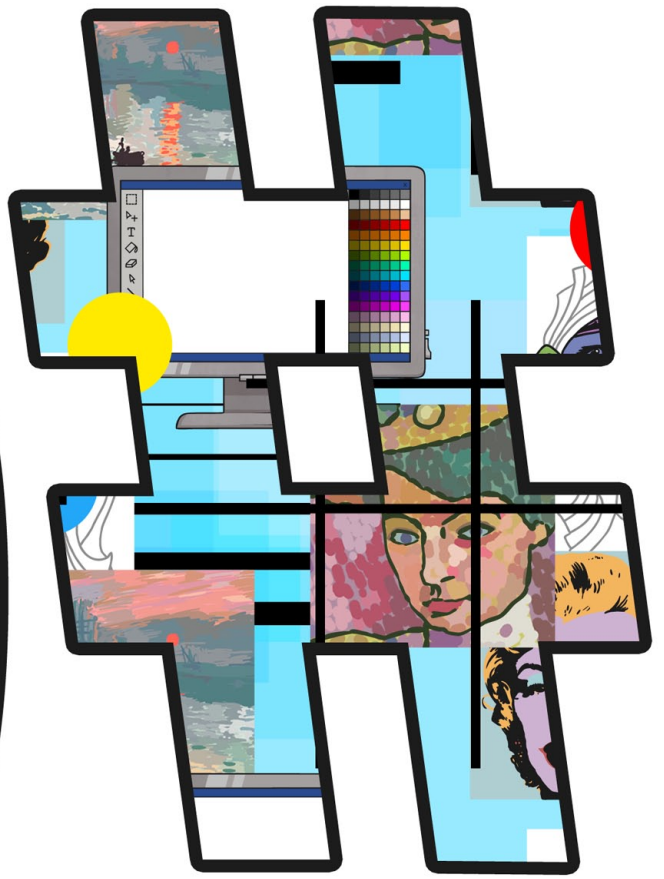


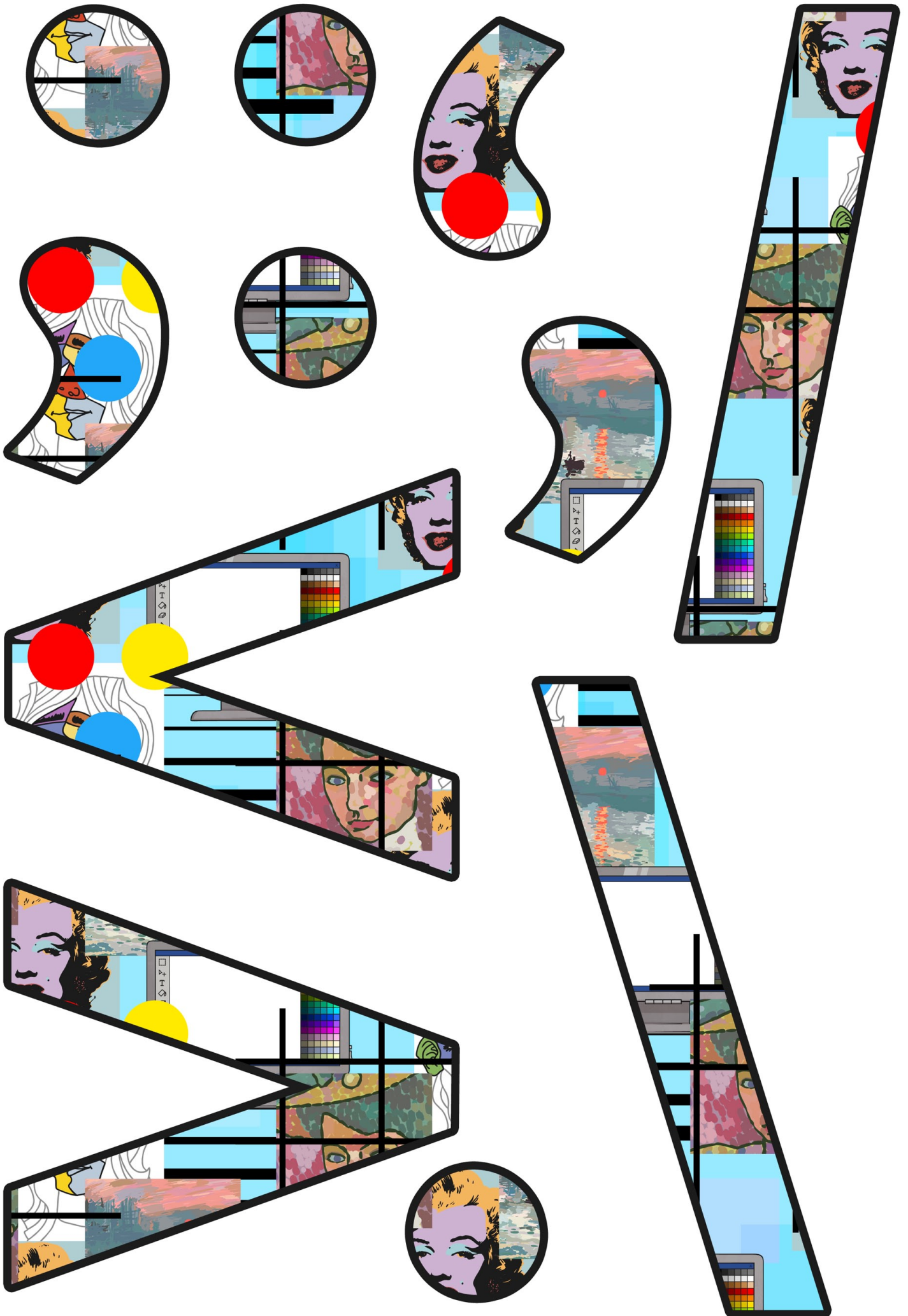


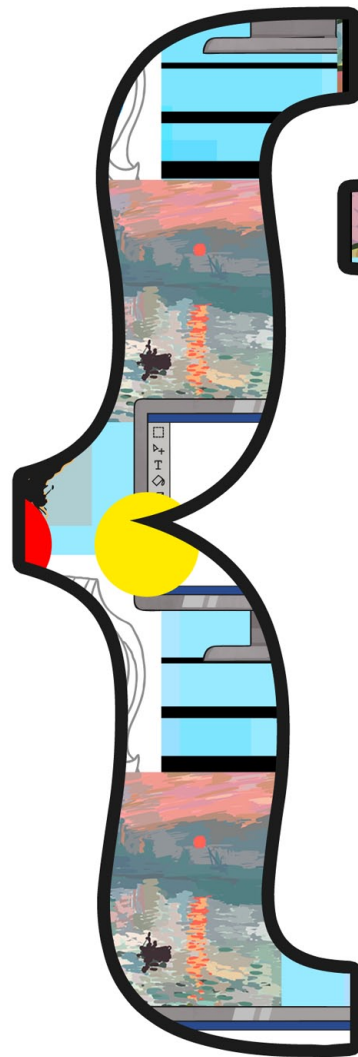
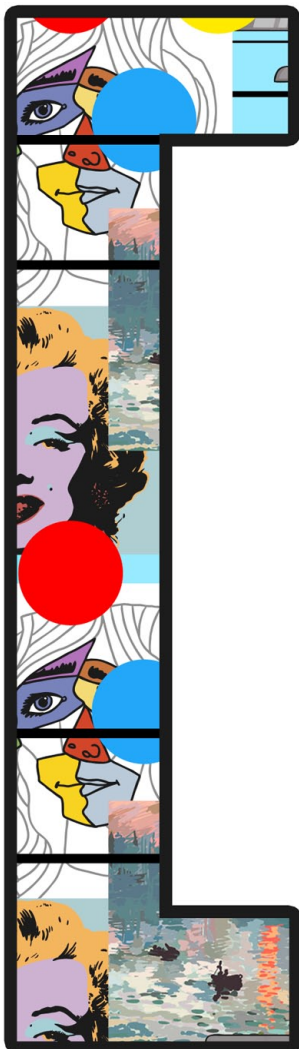
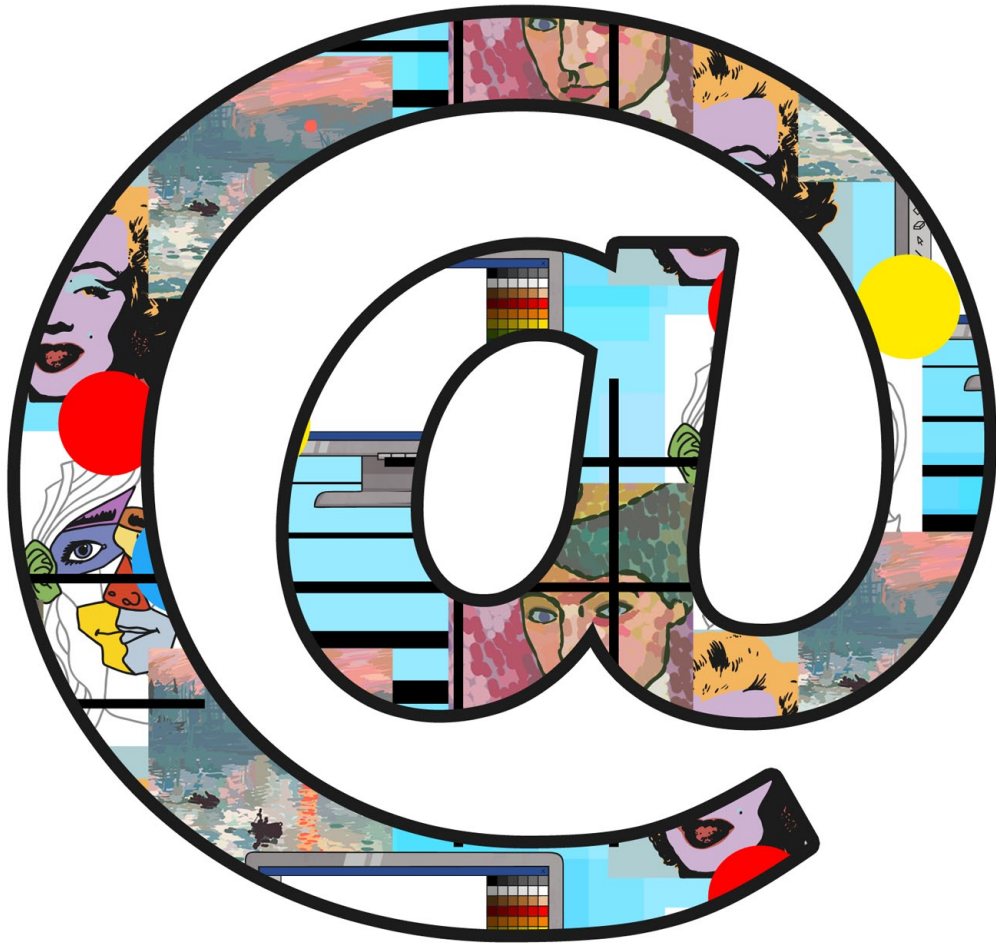


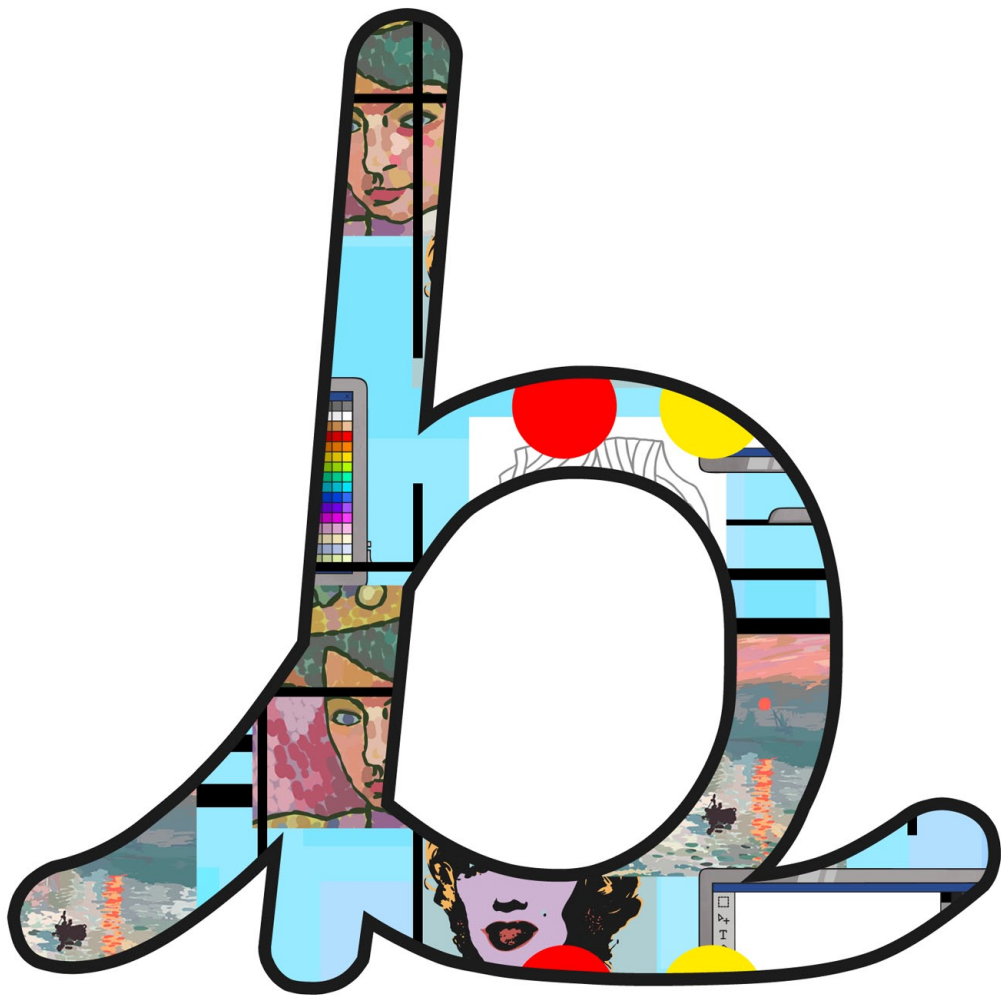
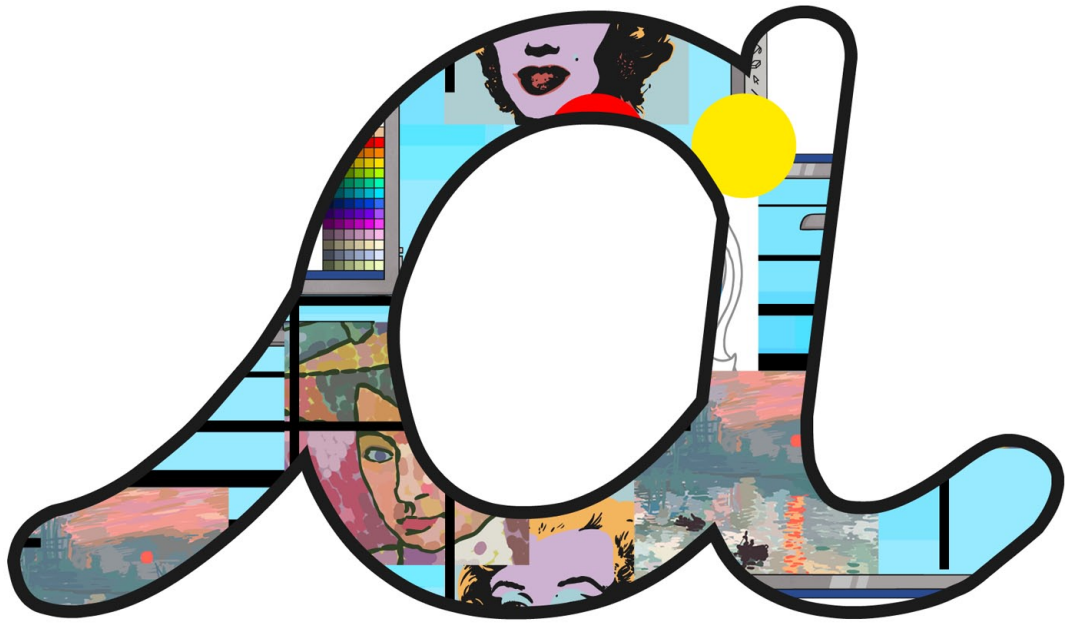


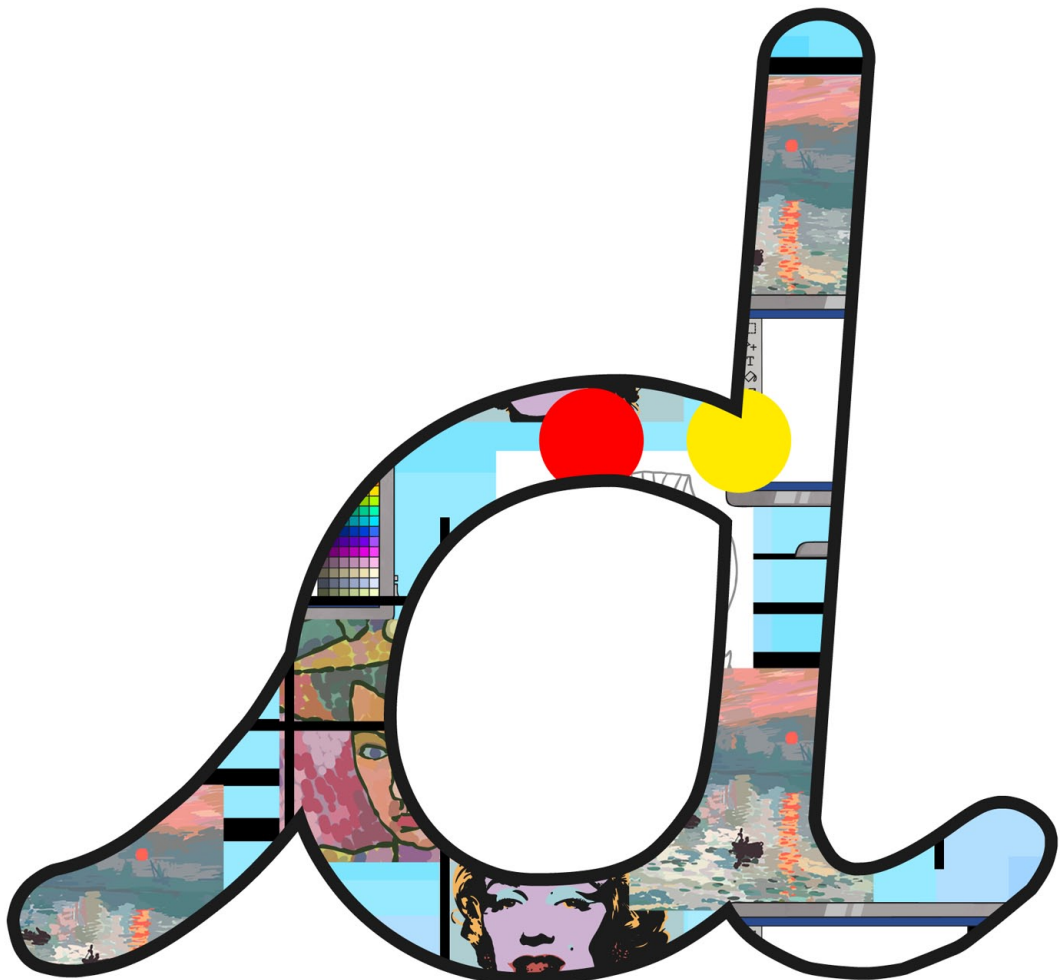


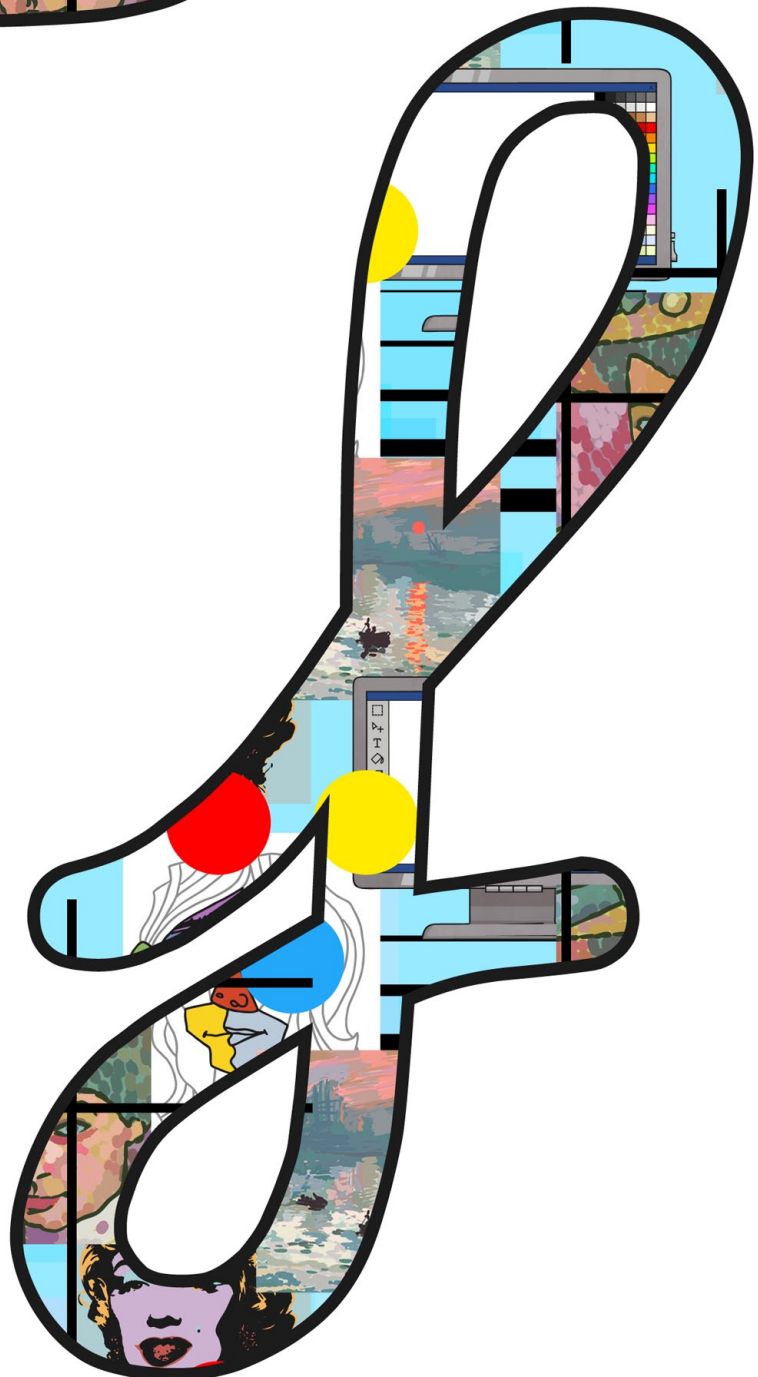


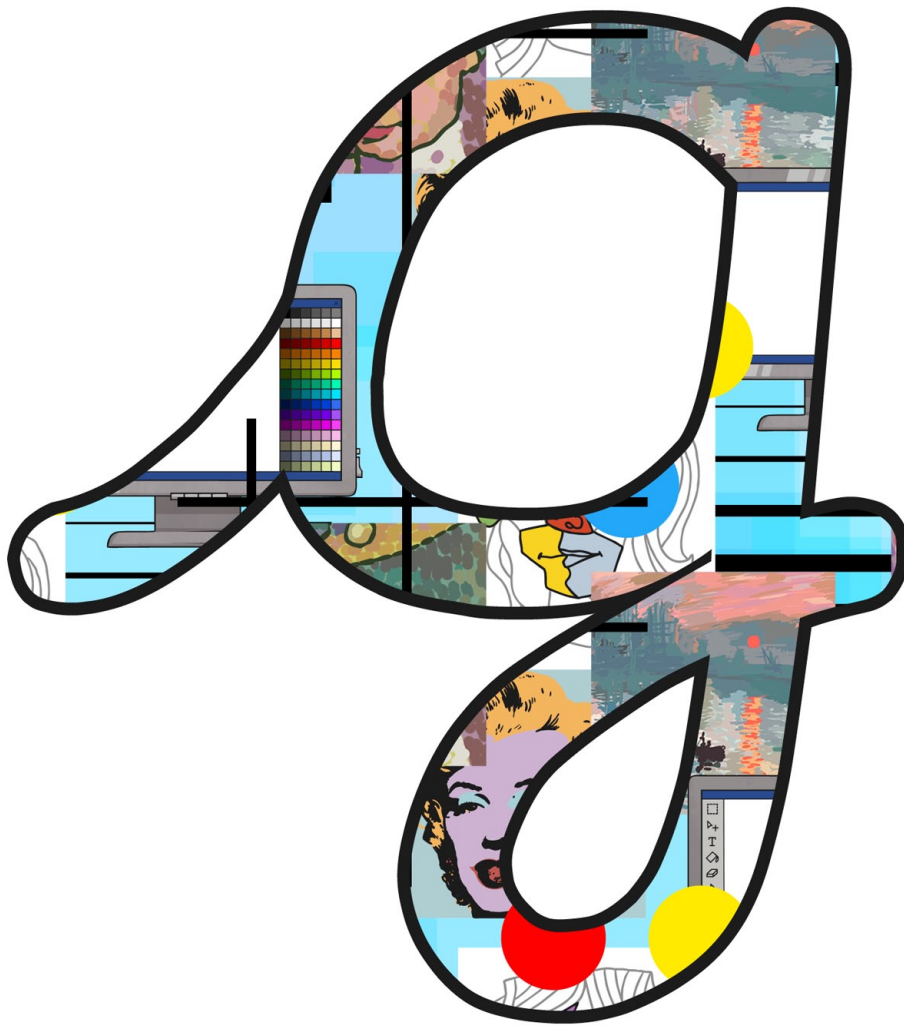


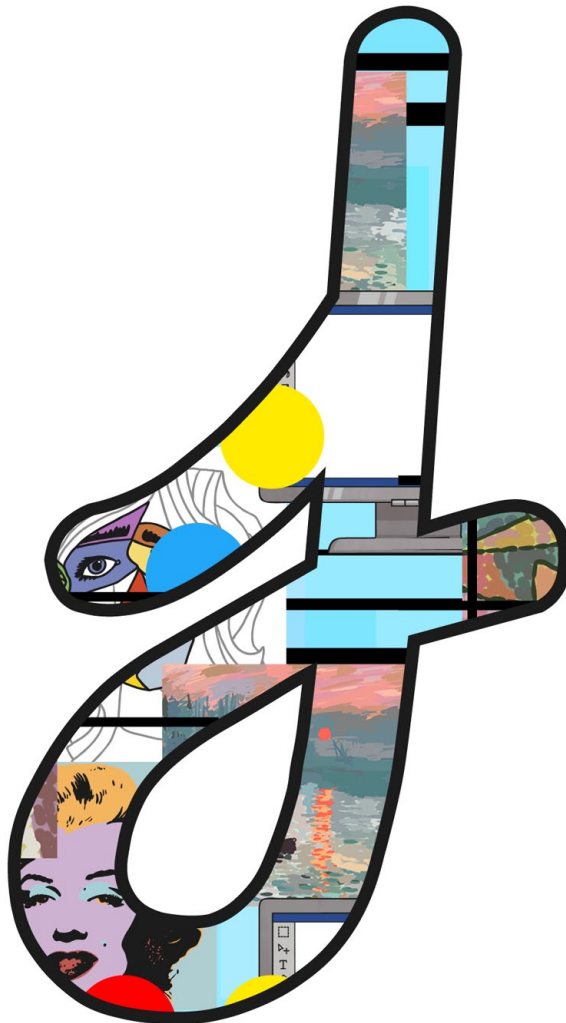
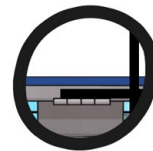
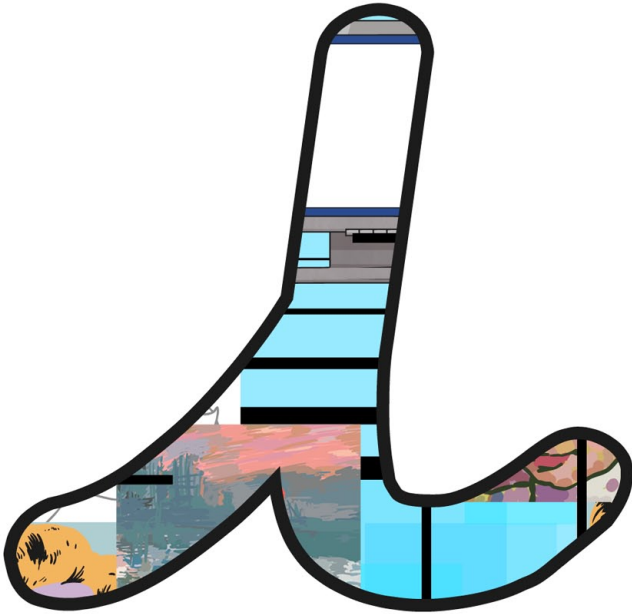


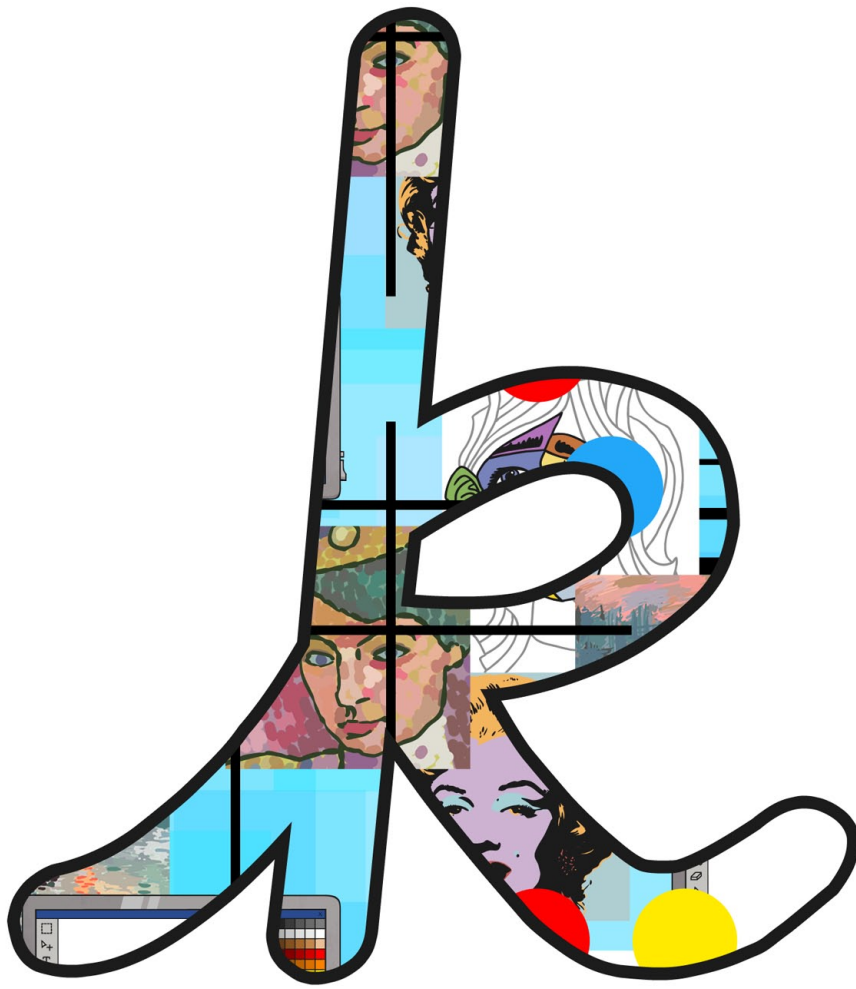


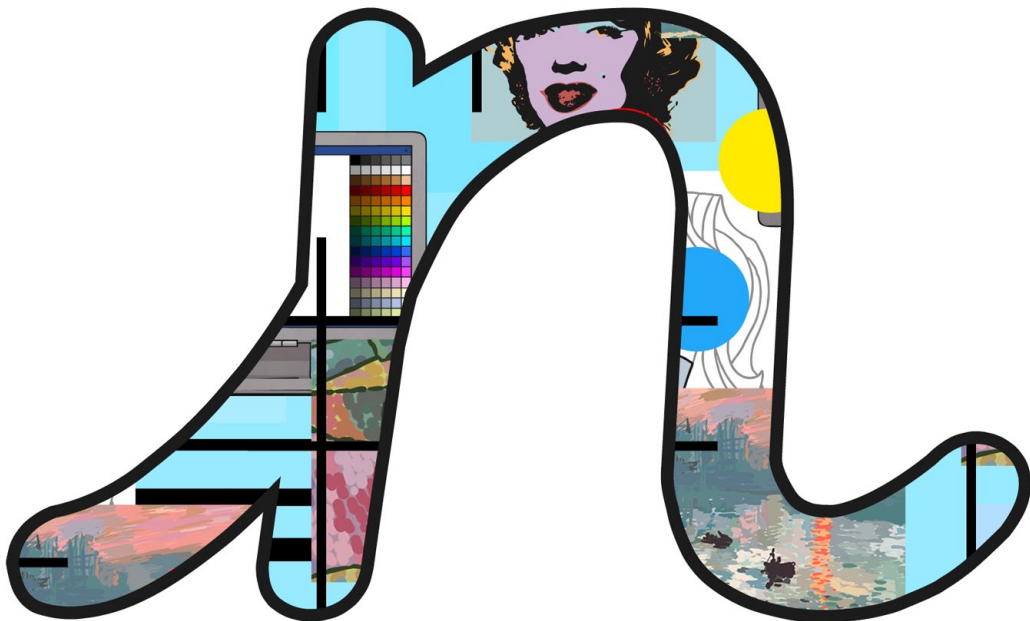
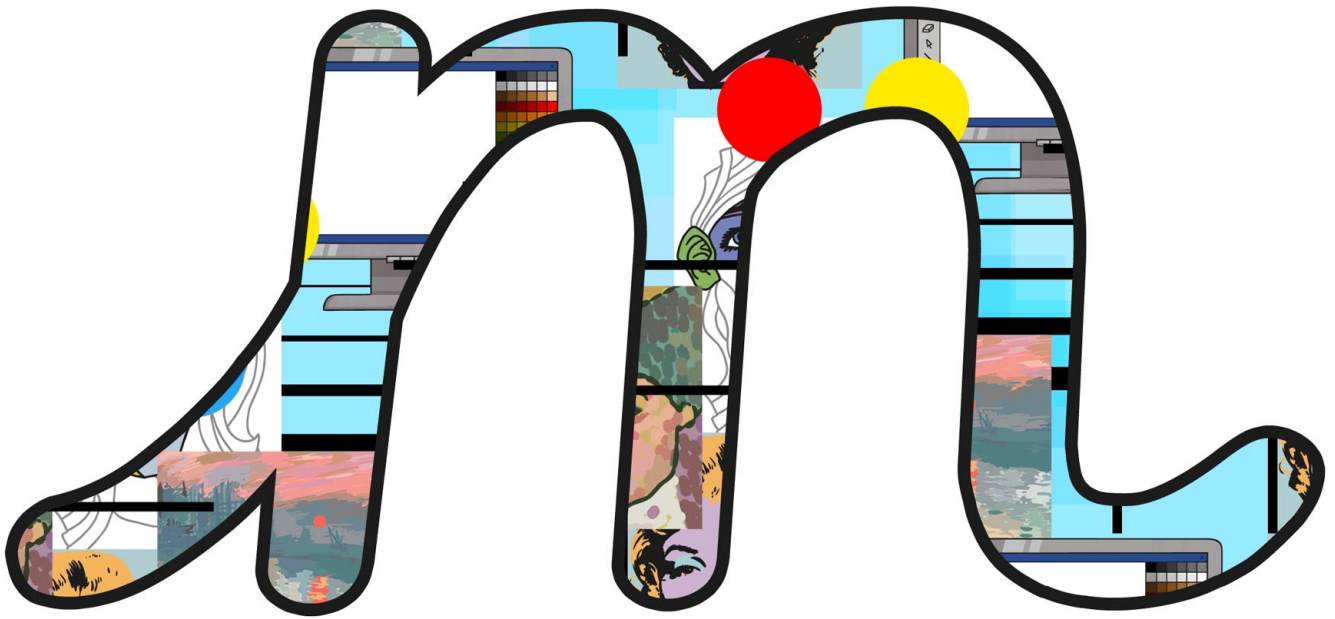


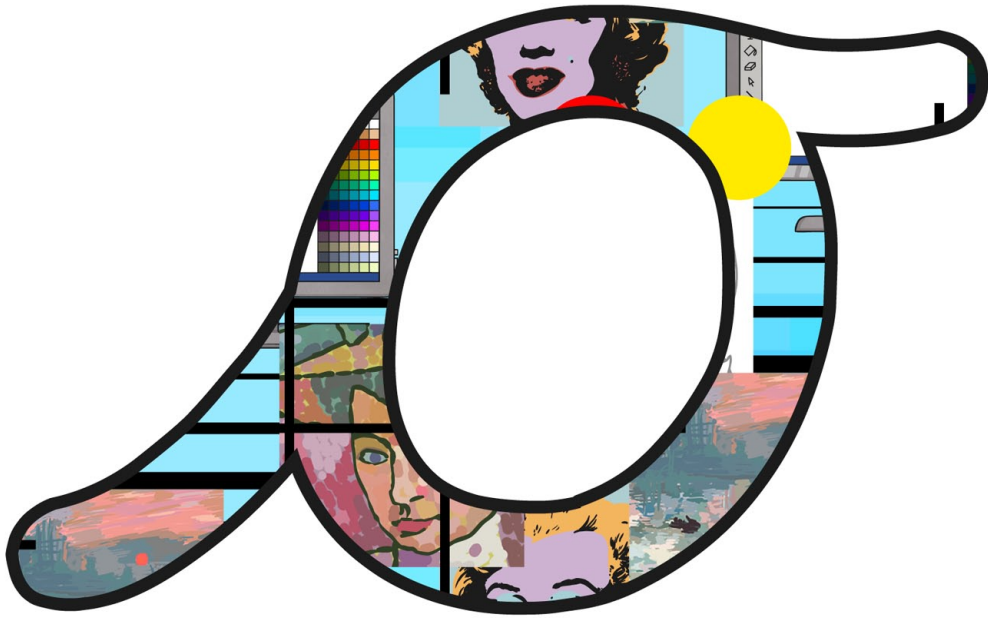


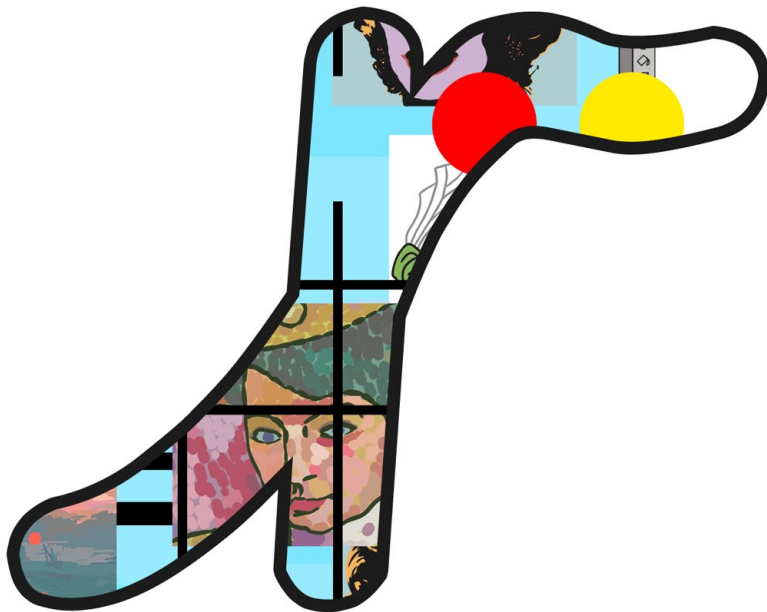
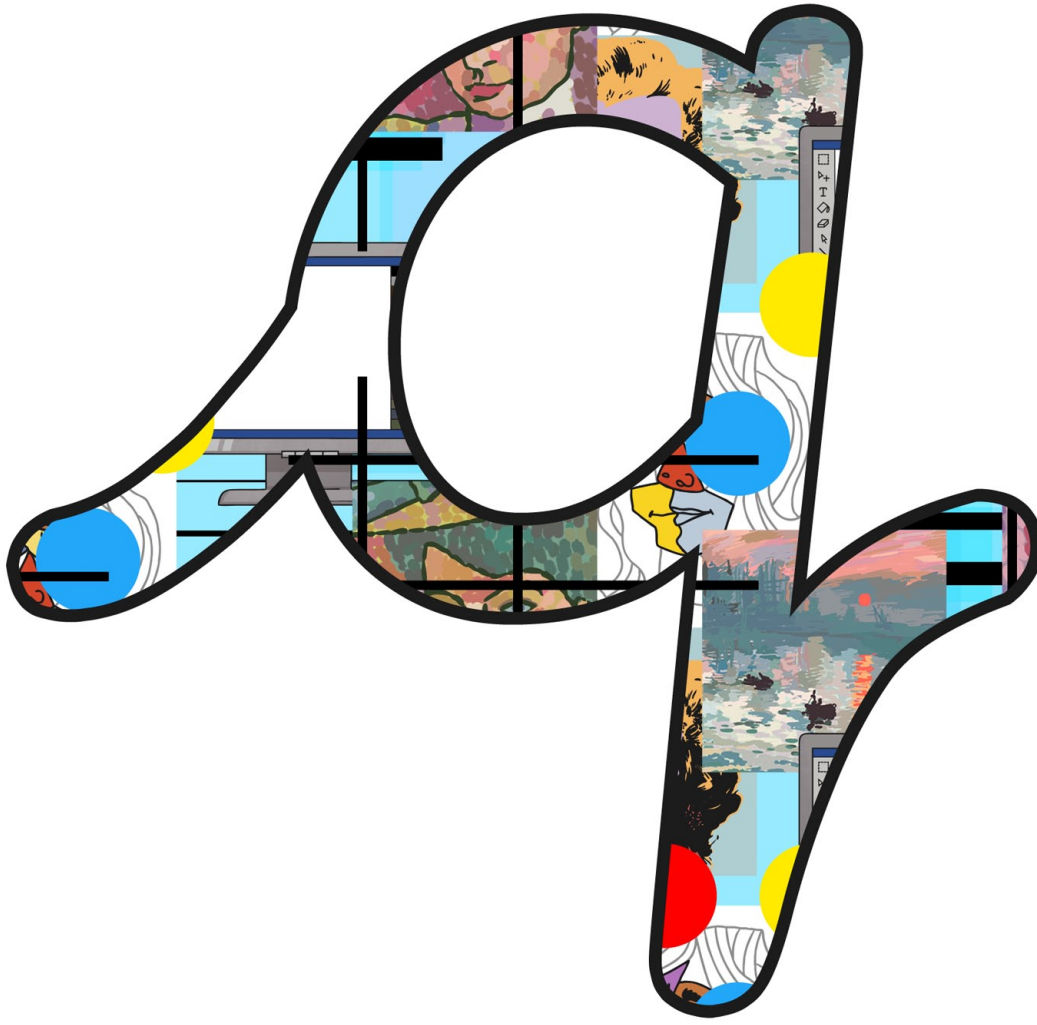


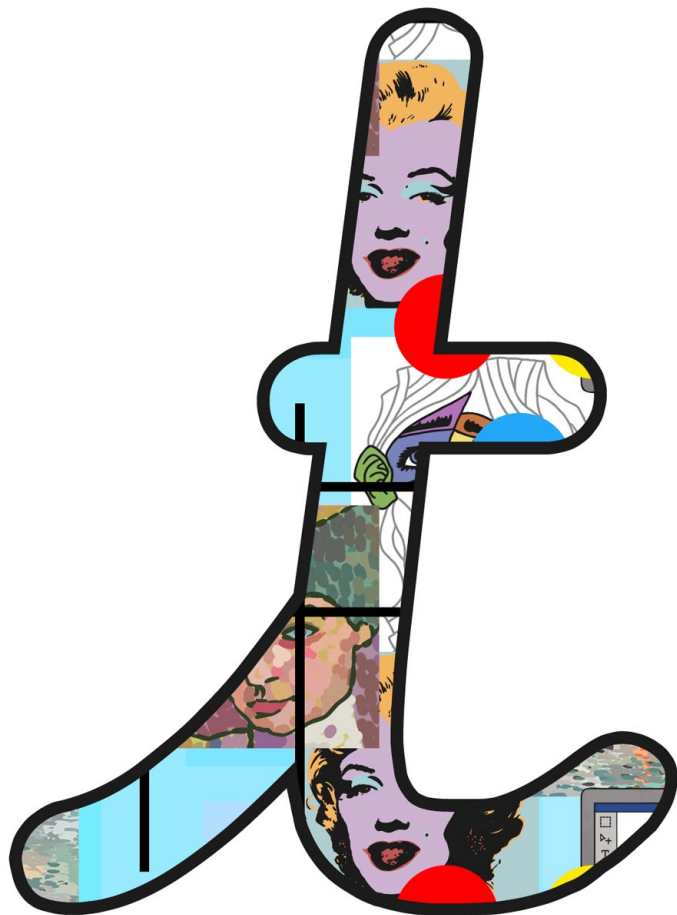


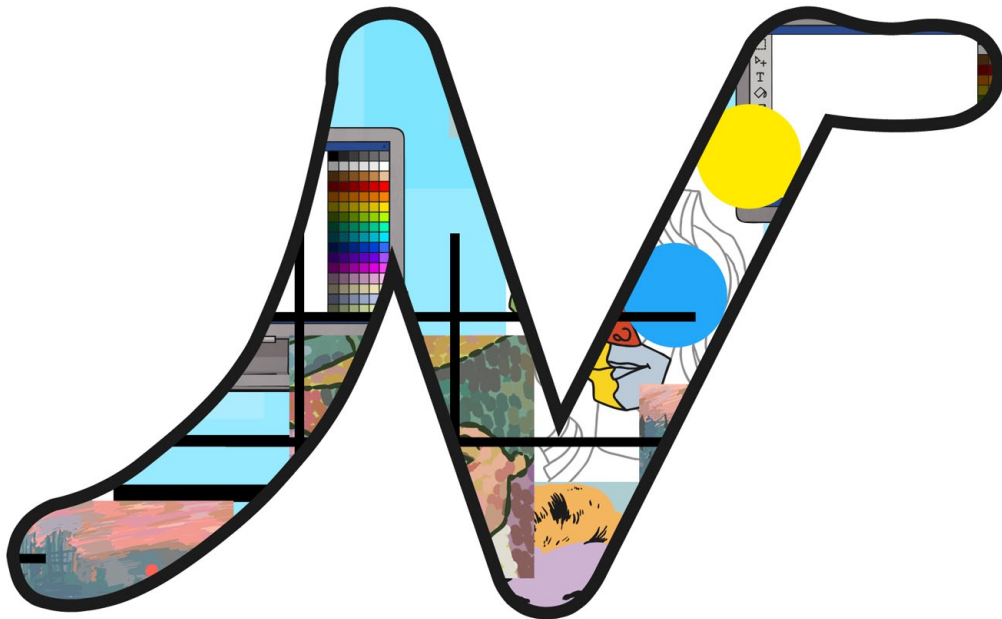


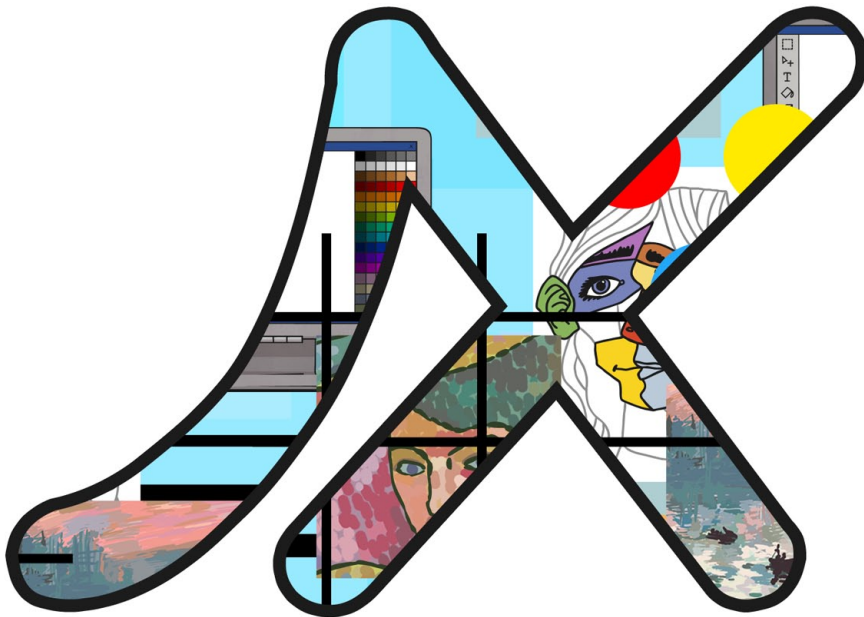


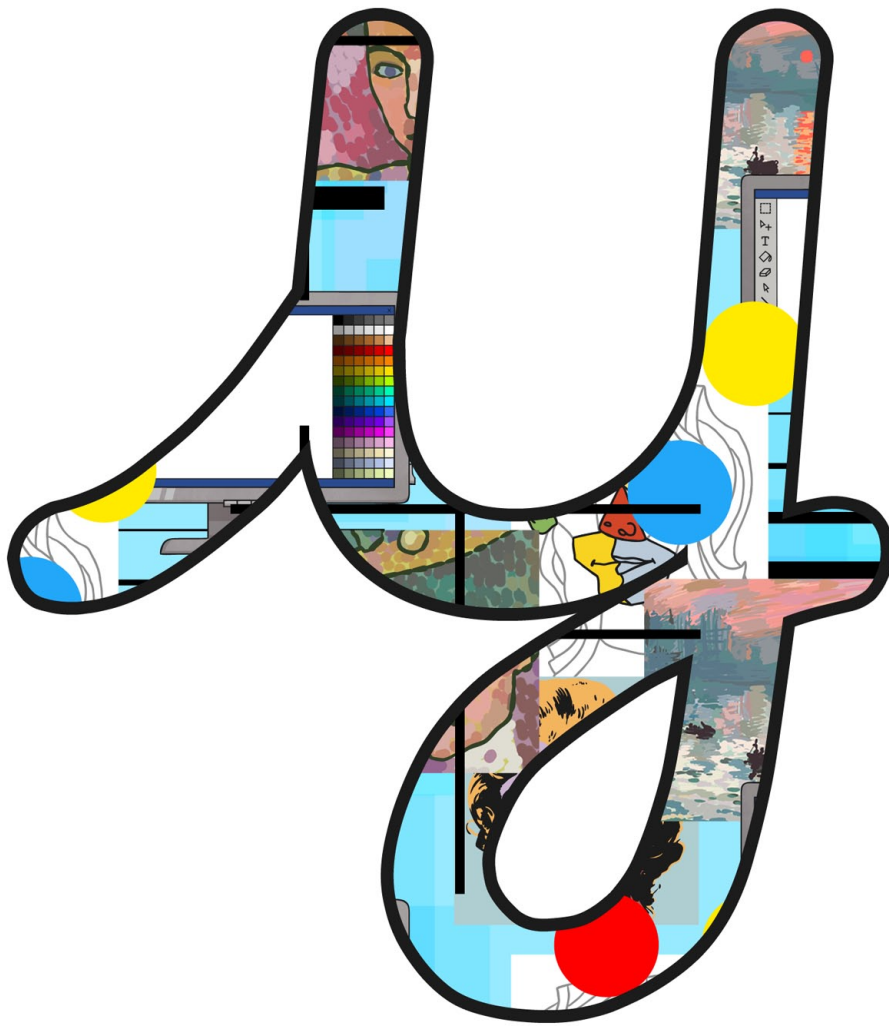


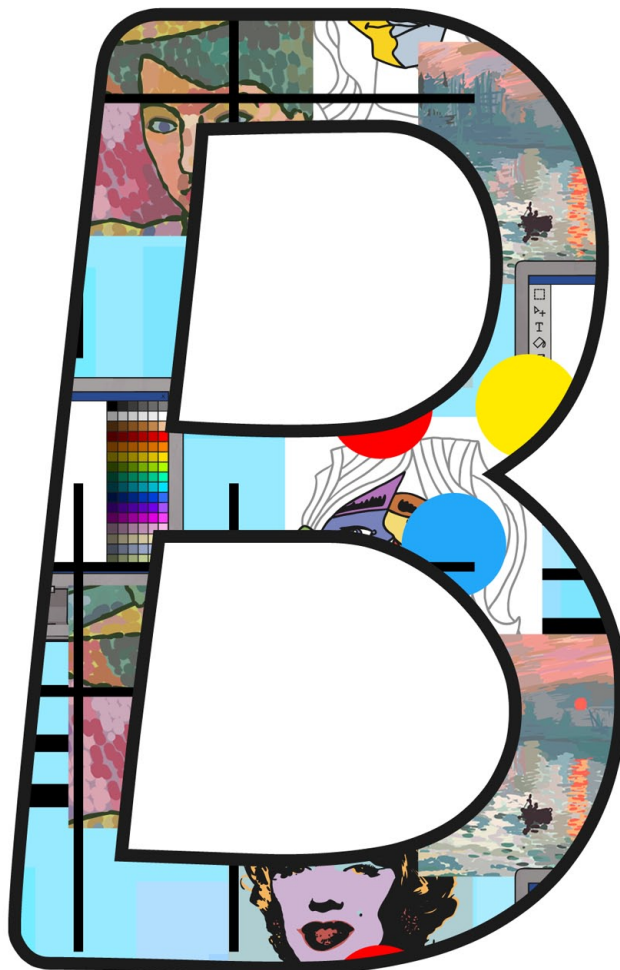


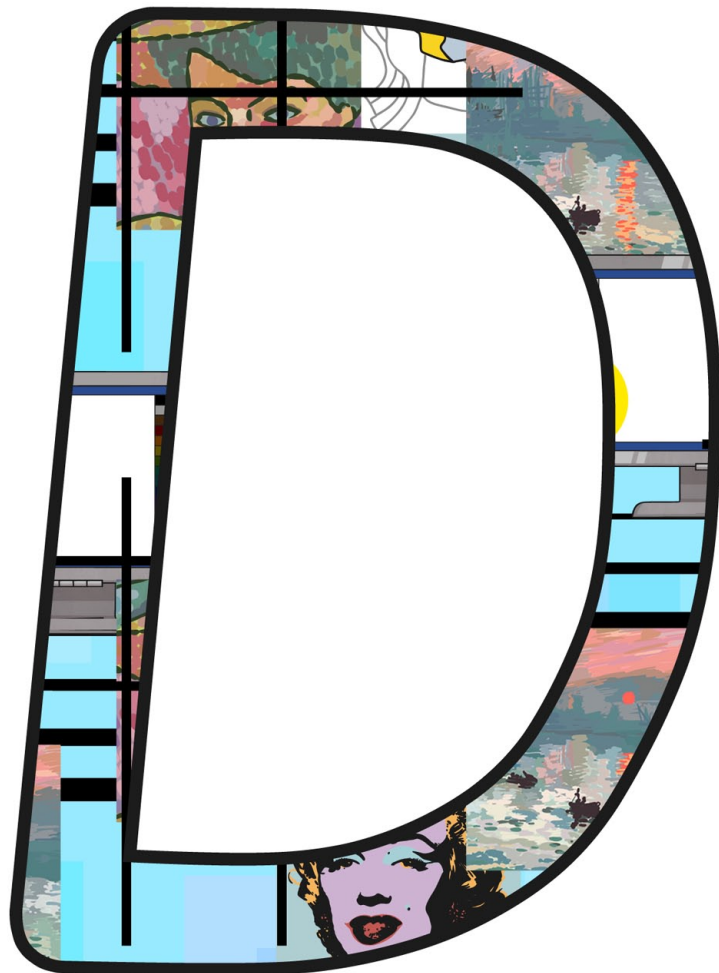
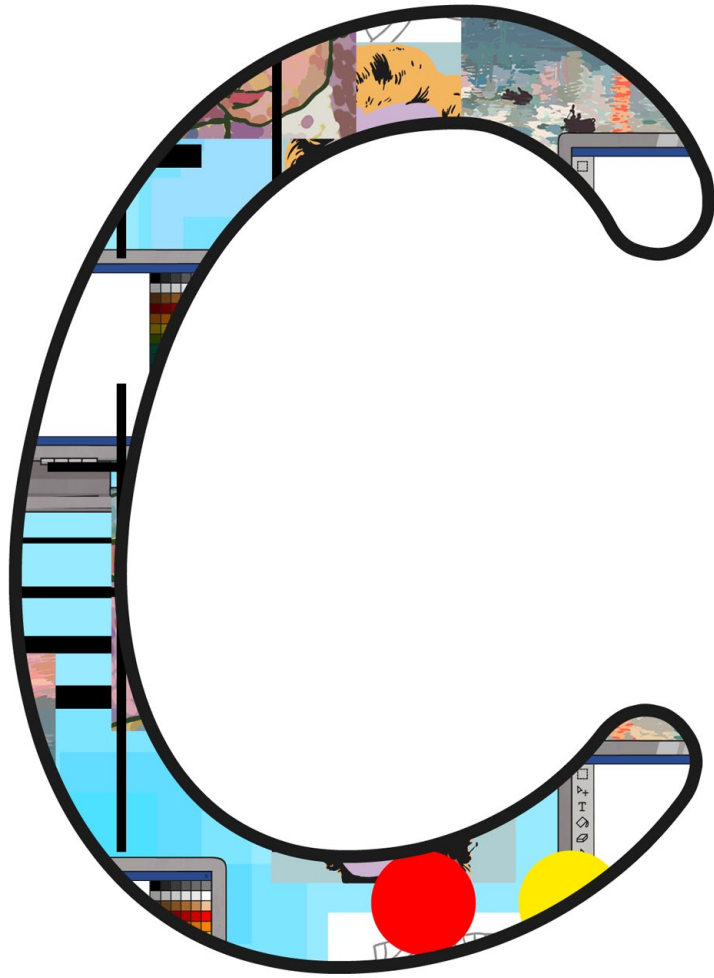


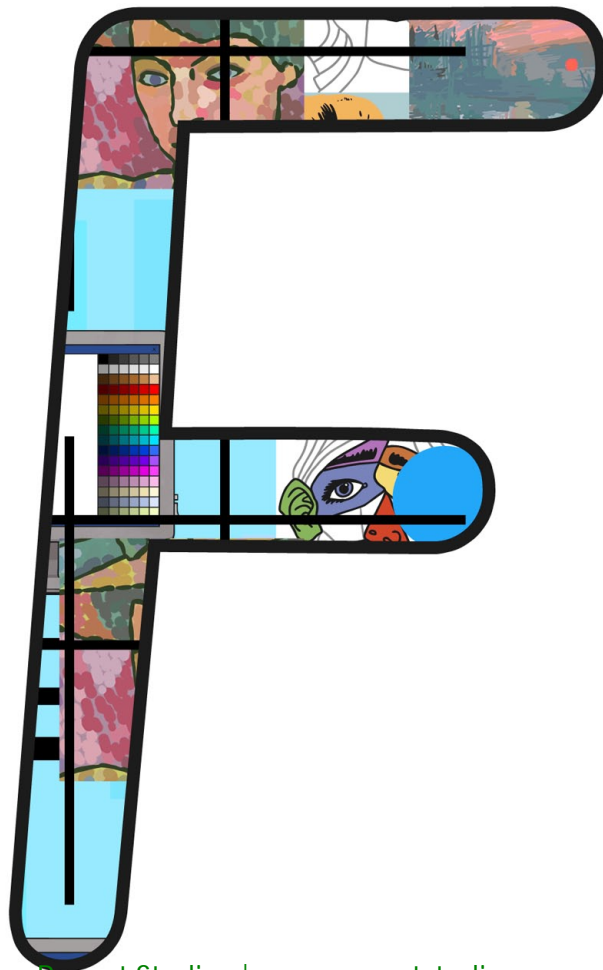
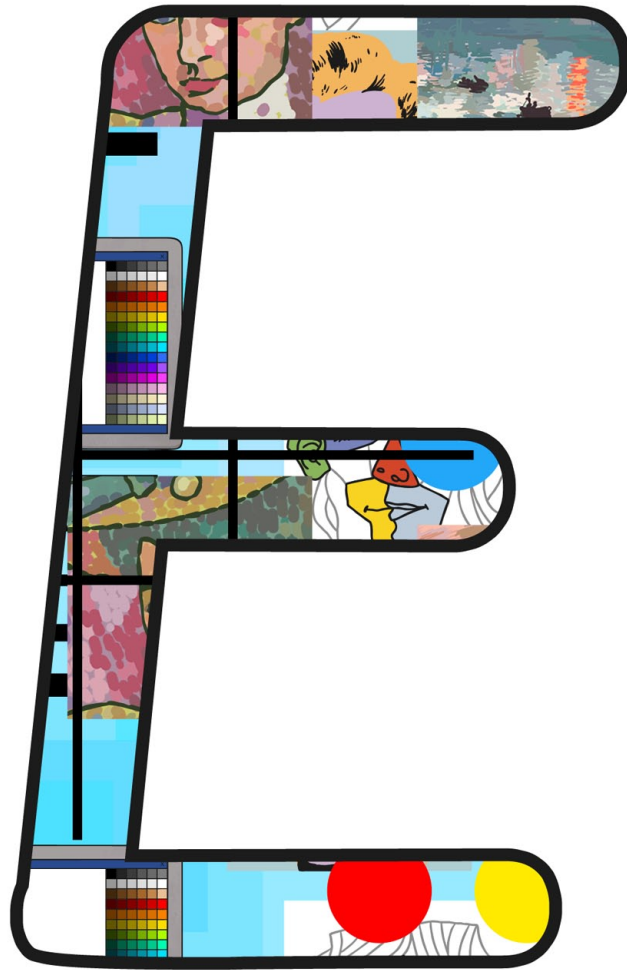


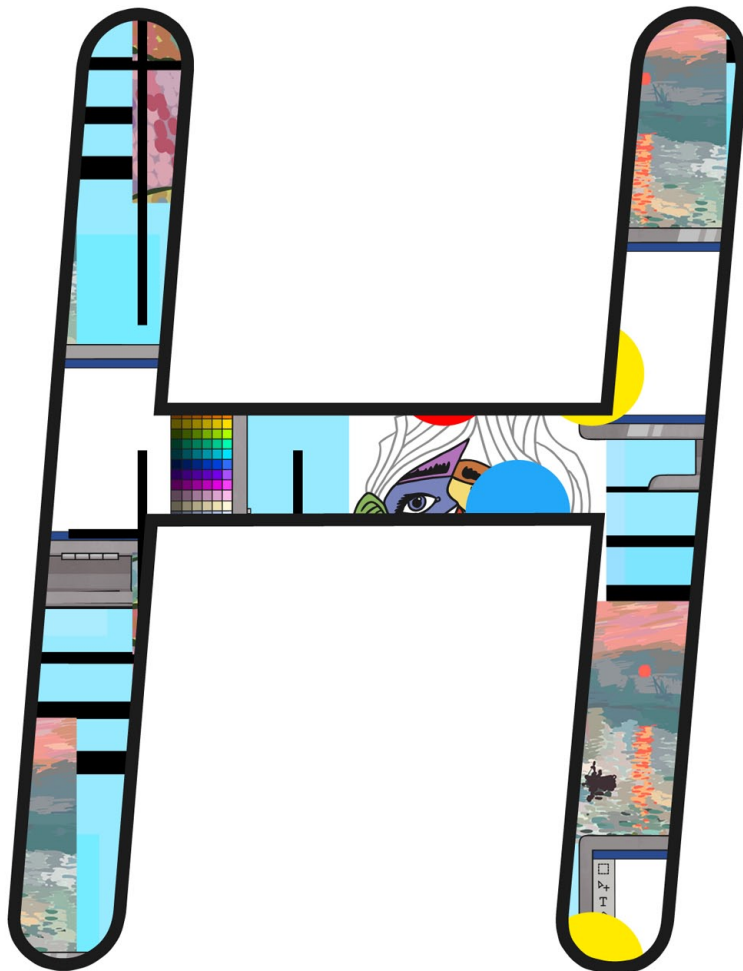
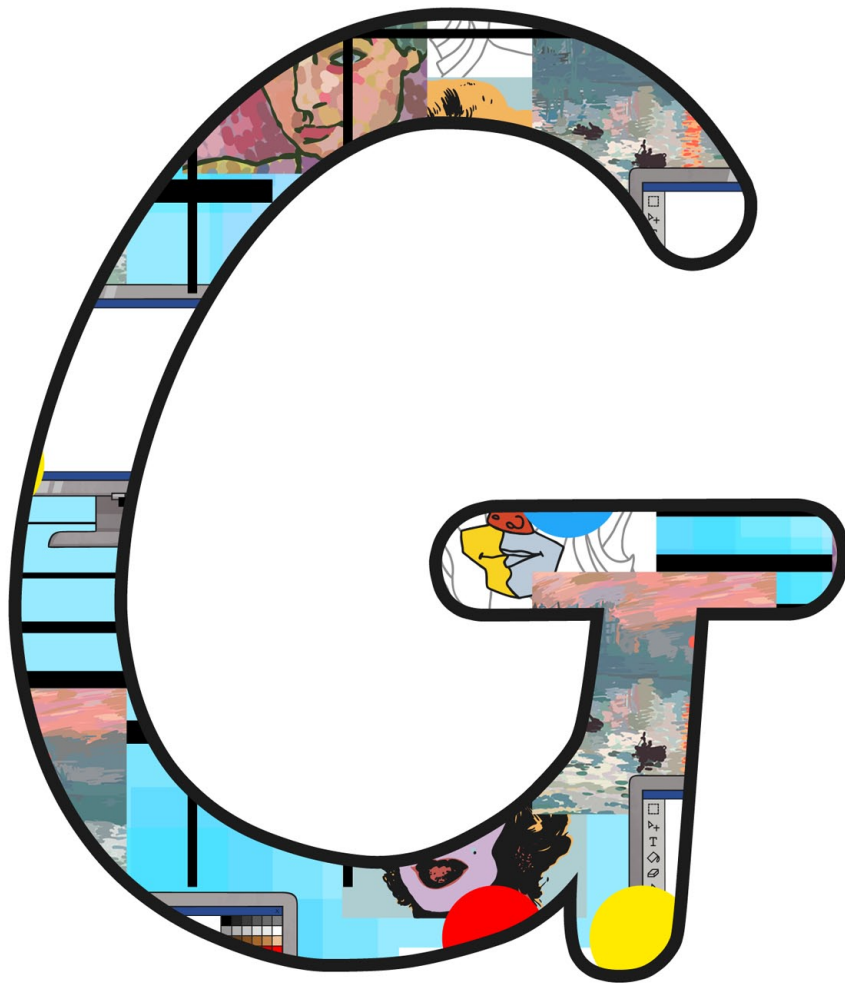


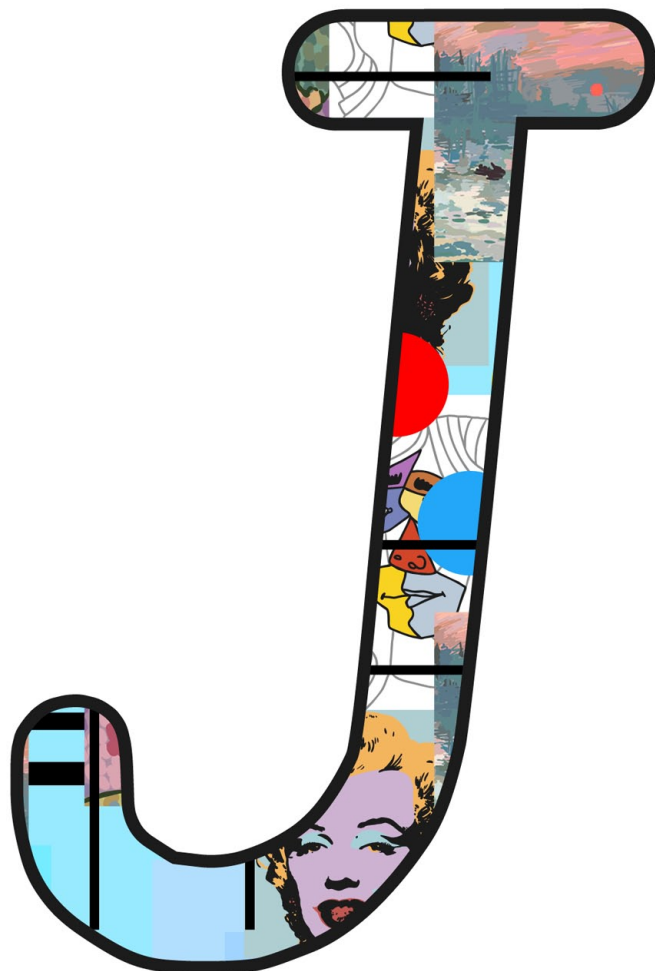


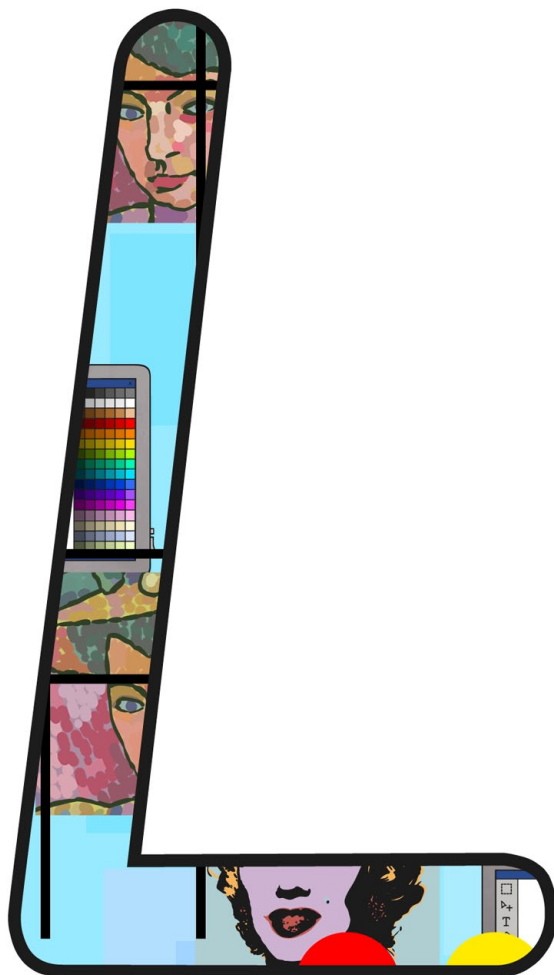
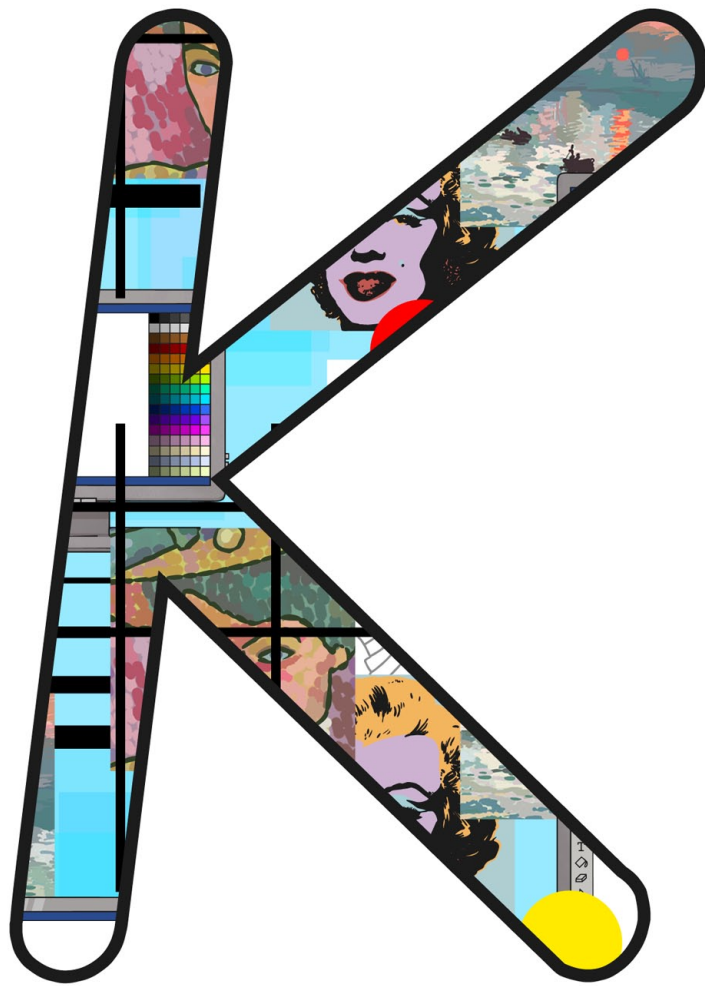


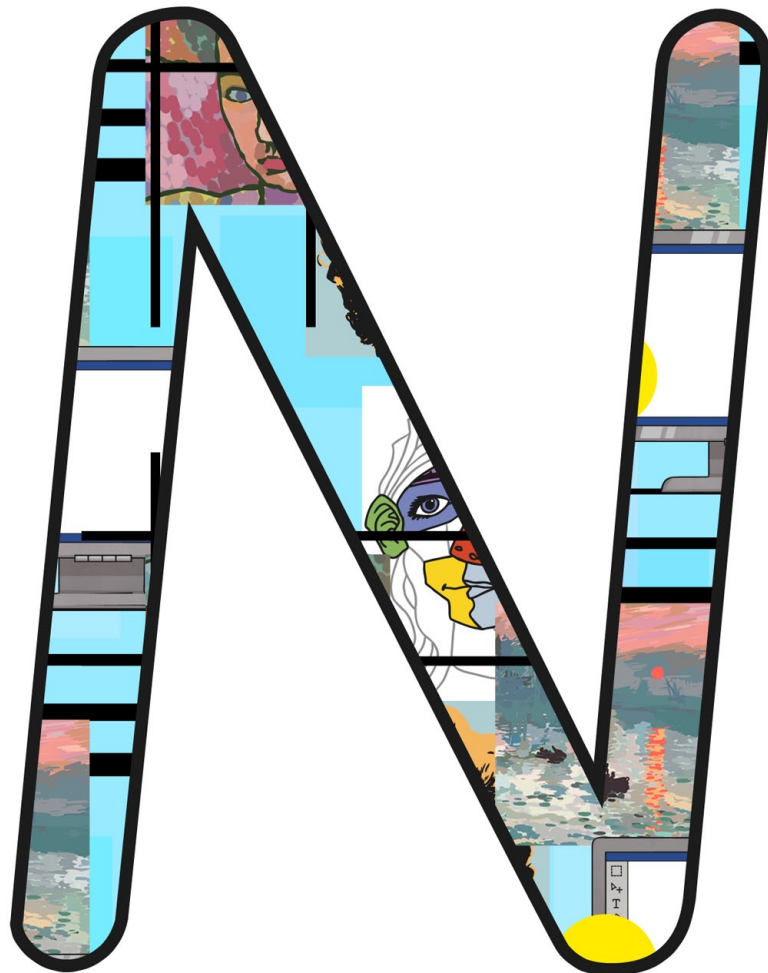


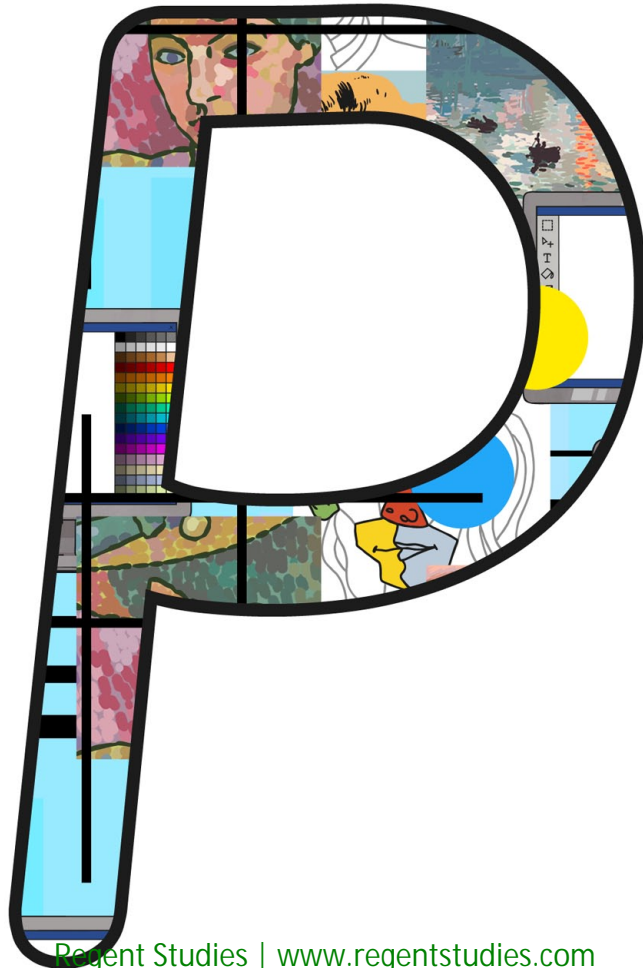
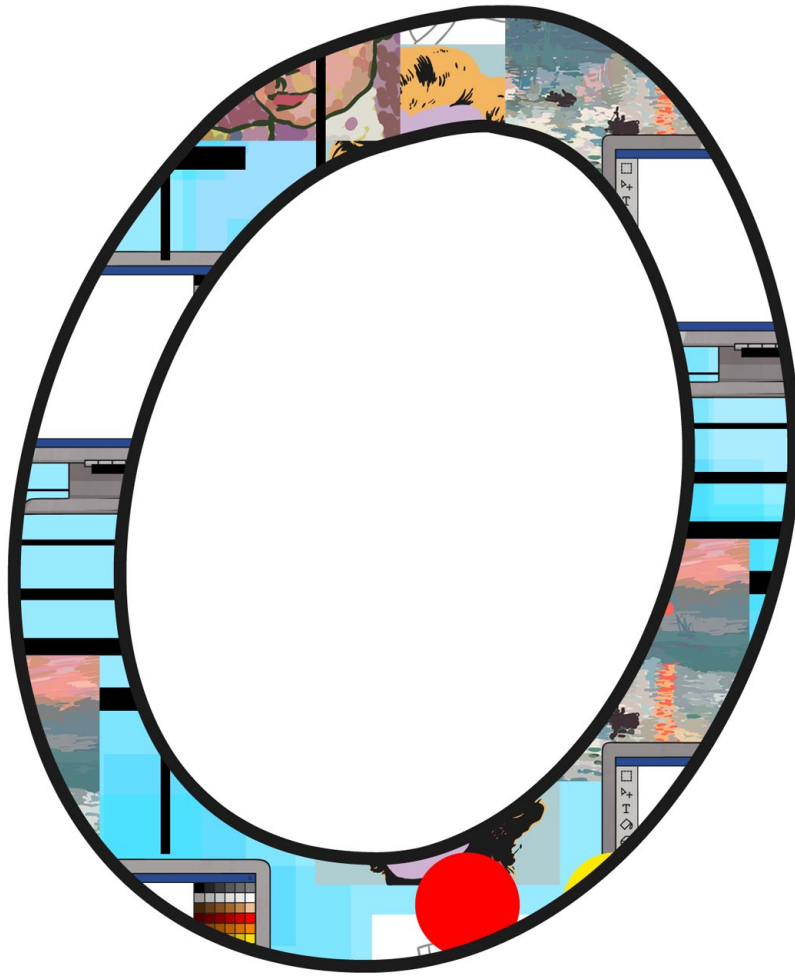


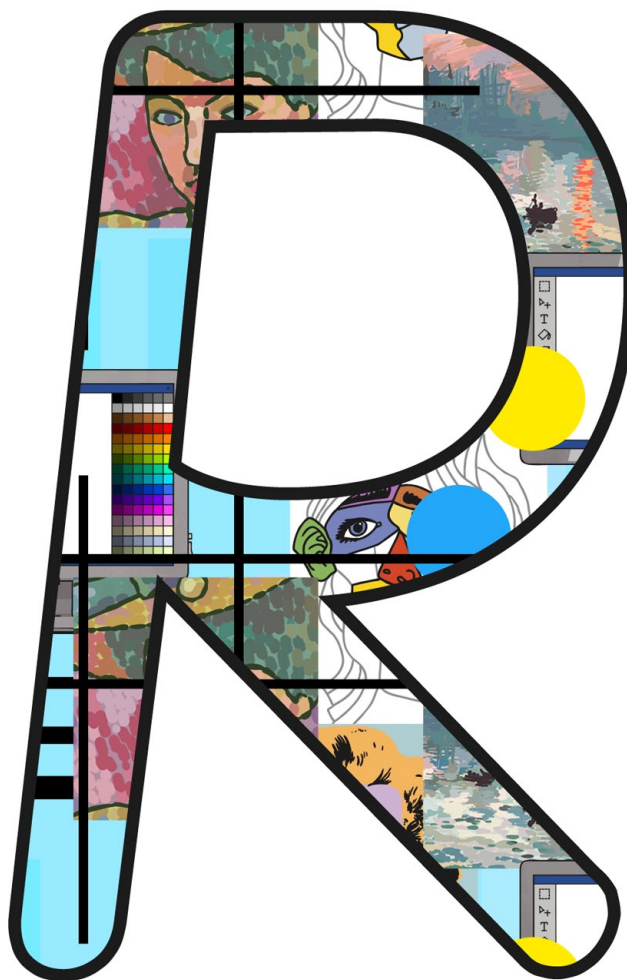
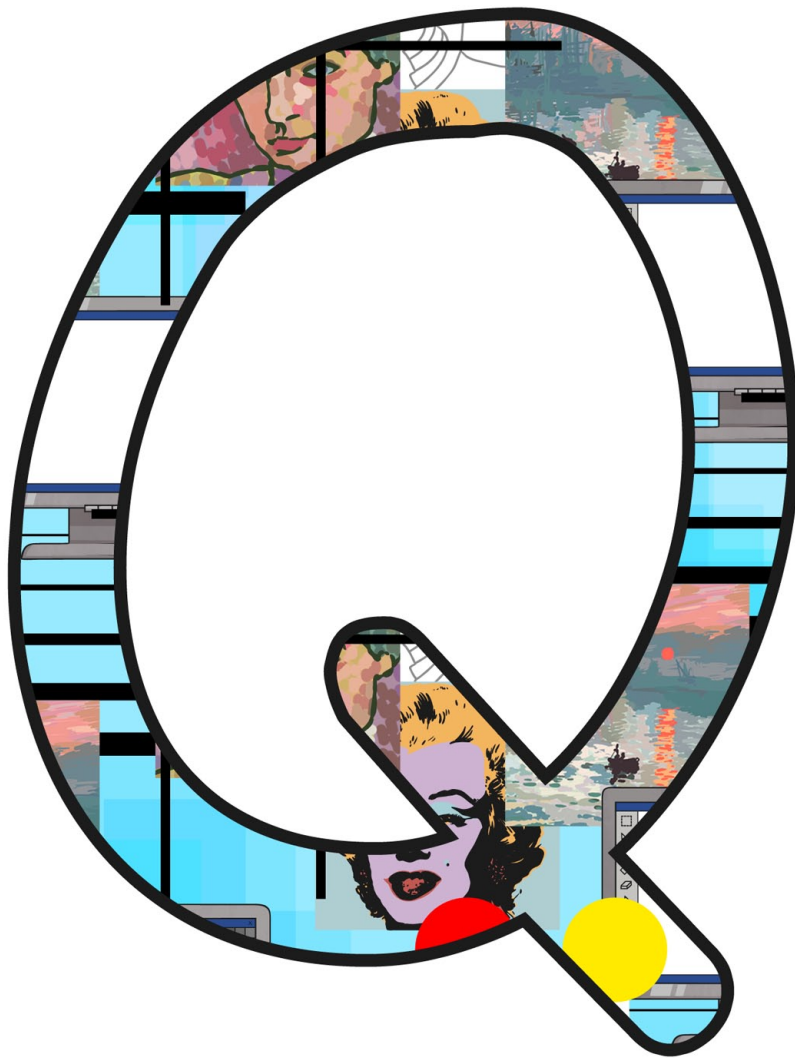


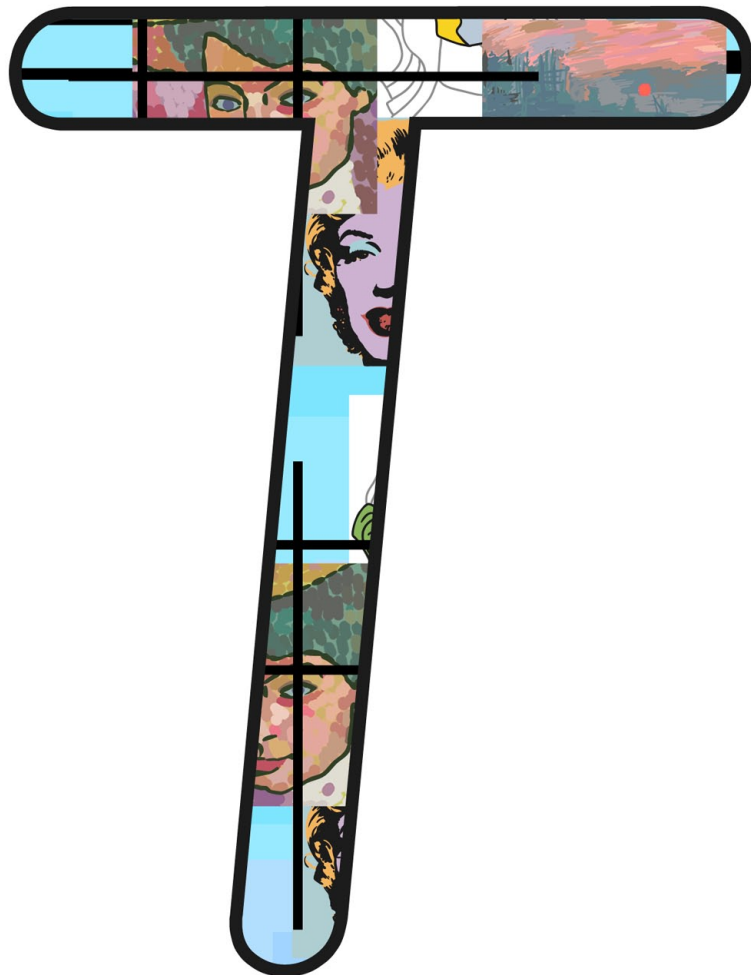
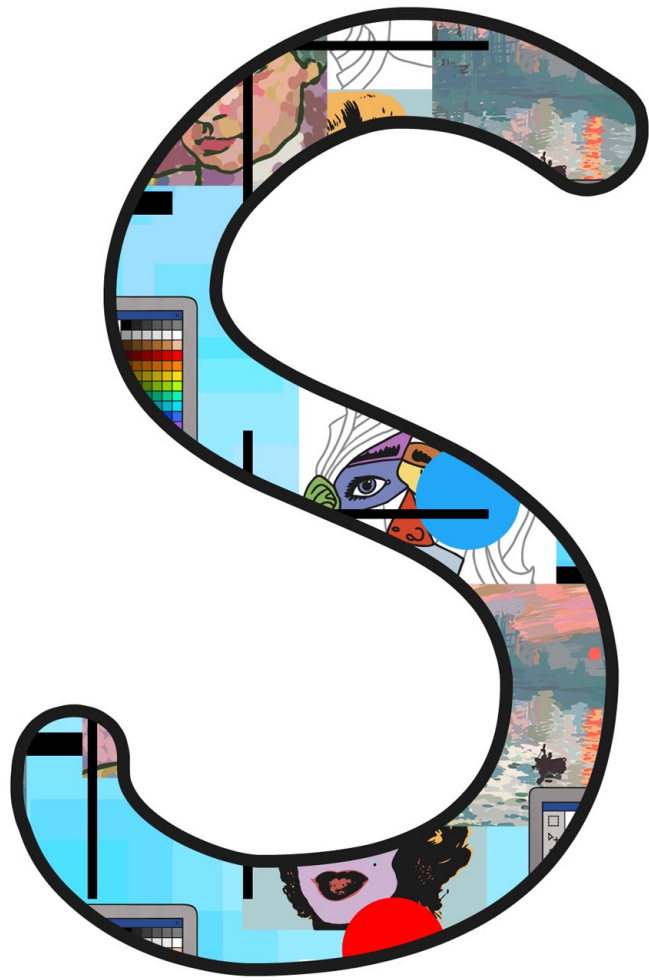


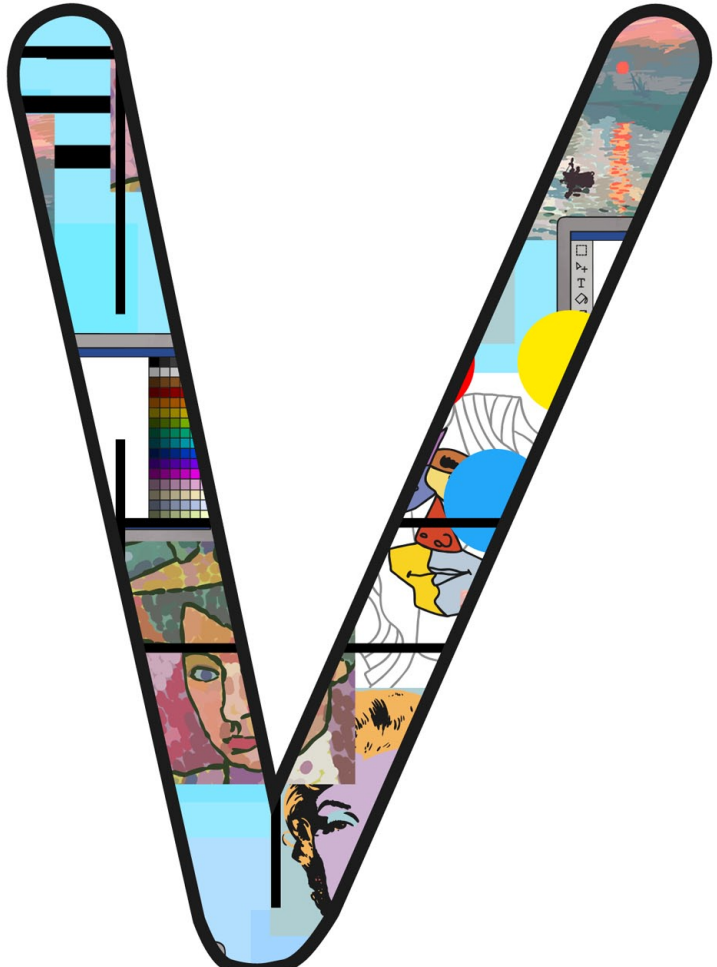
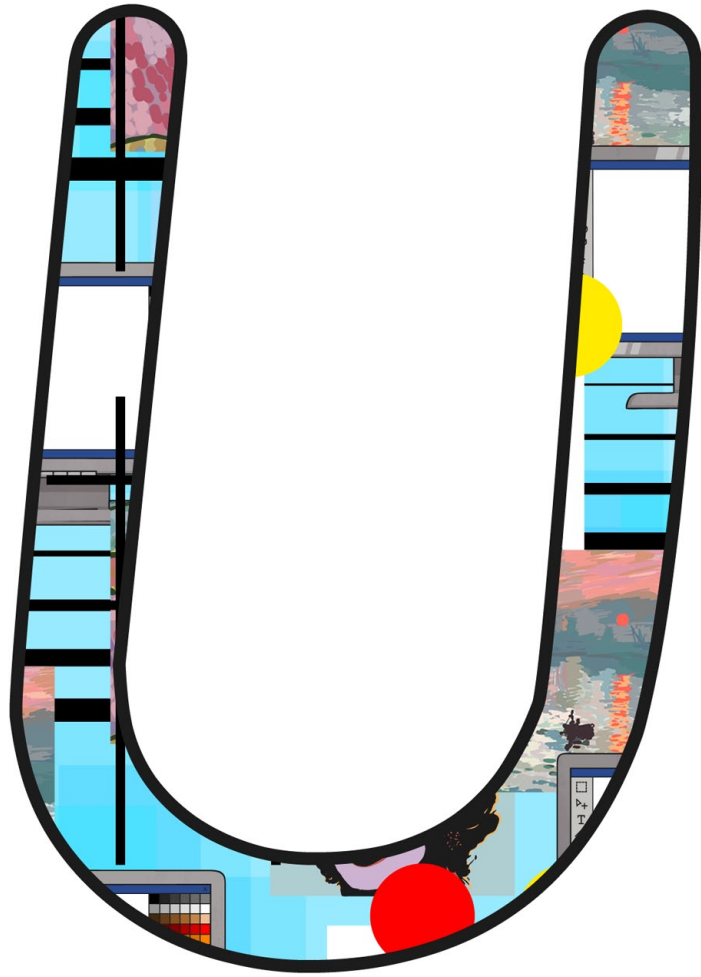


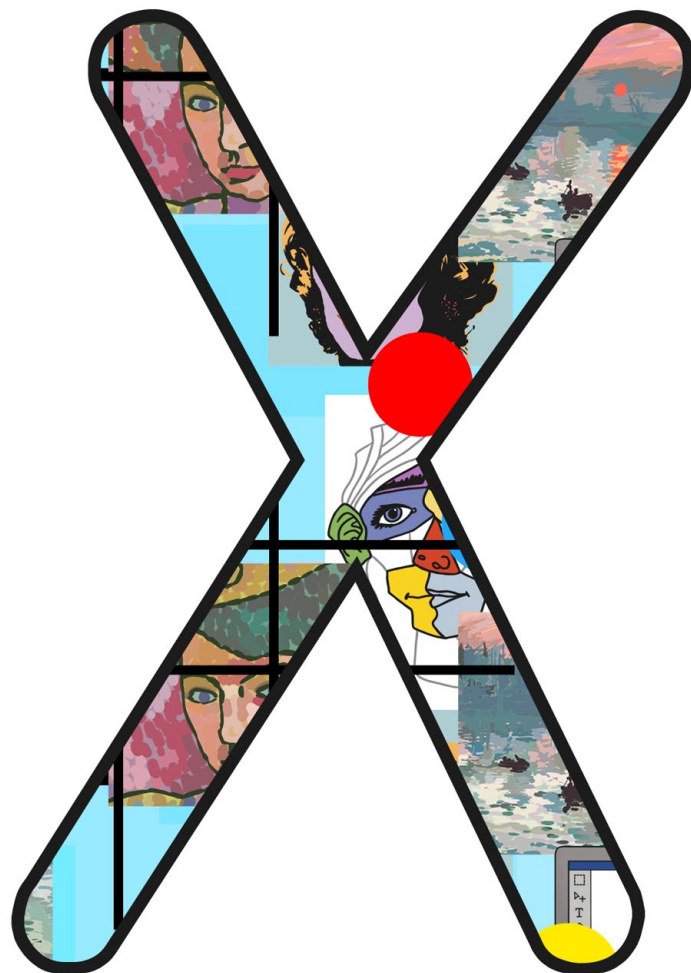


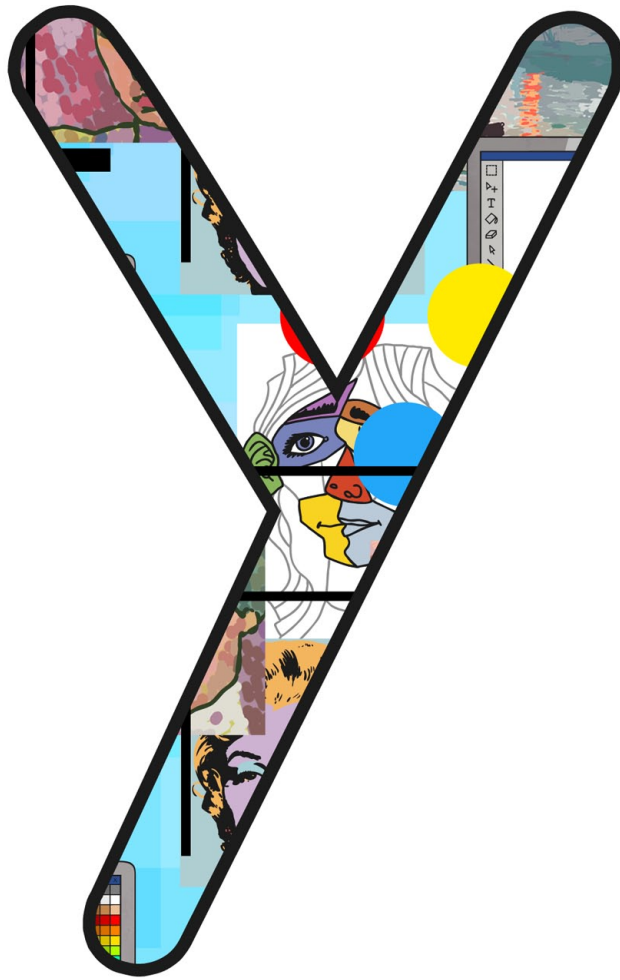












Computer Art



Cubism



Pointillism

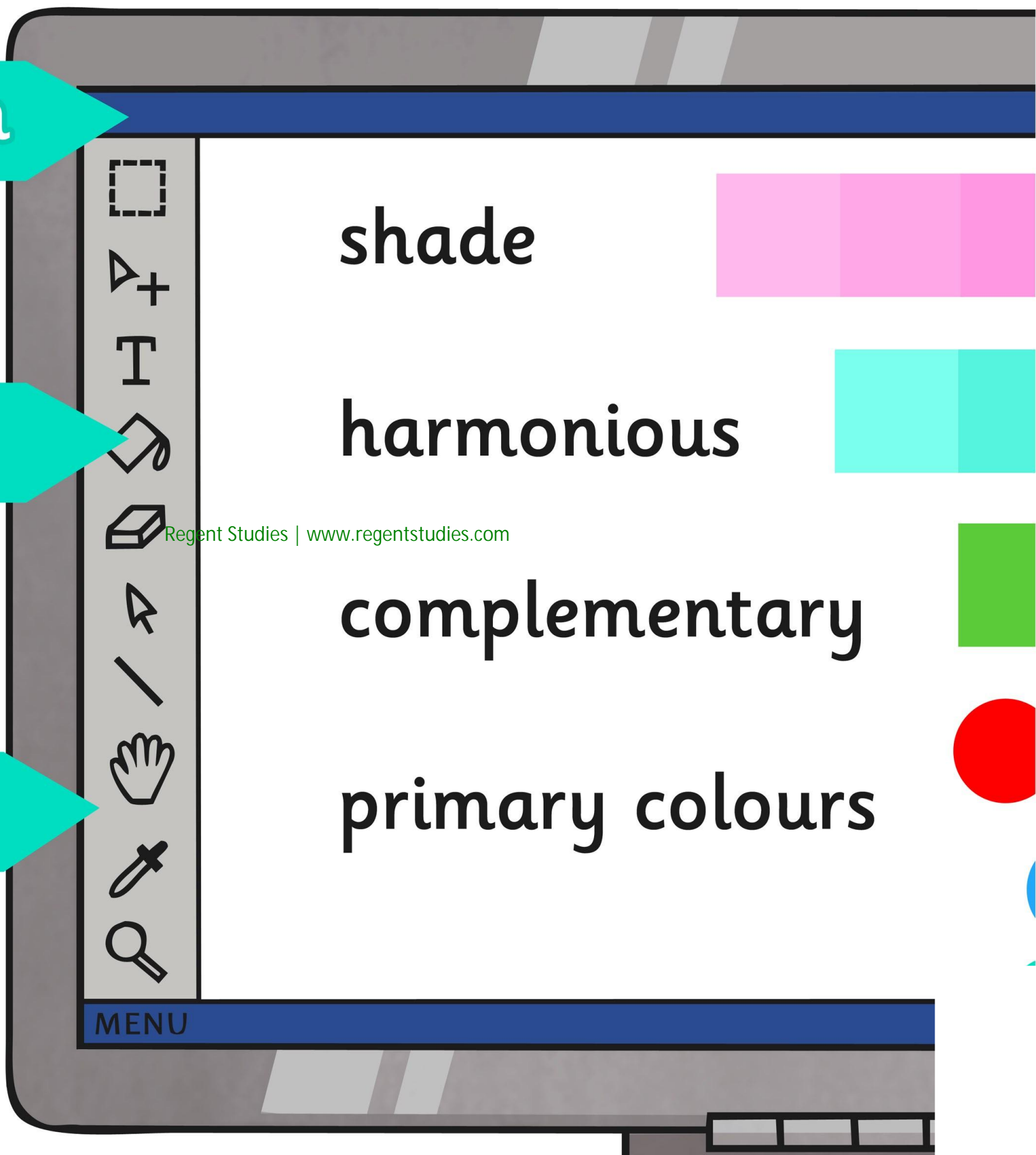


Pop

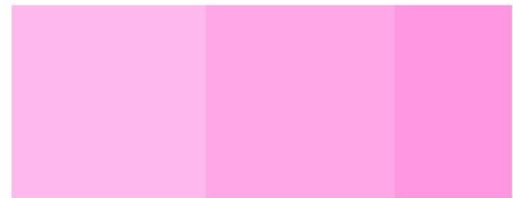
program

fill

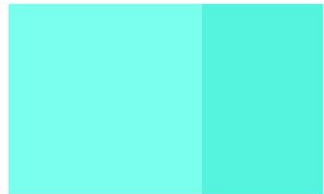
tool



shade



harmonious



complementary



primary colours

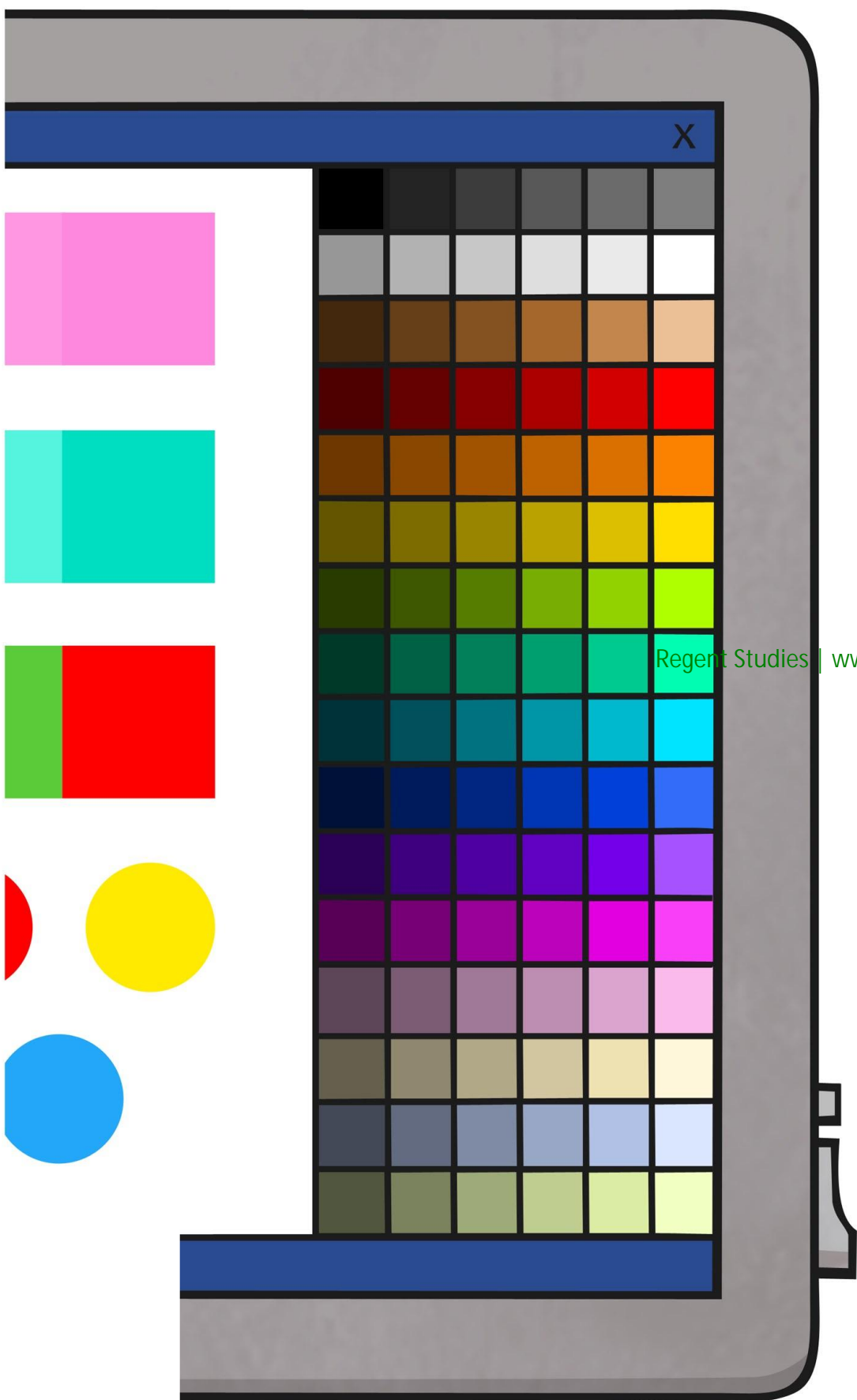


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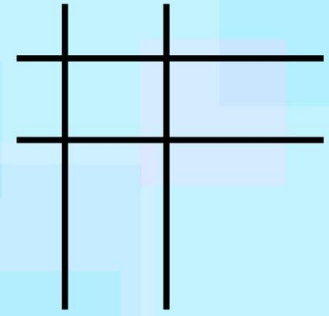
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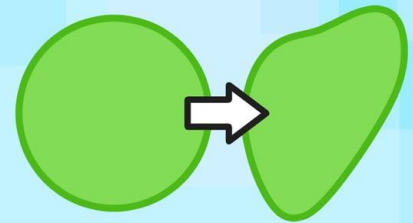
Art Impressionism



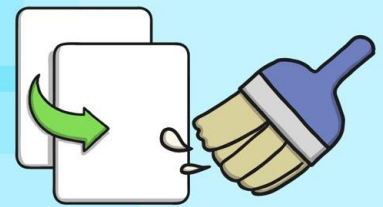
weight



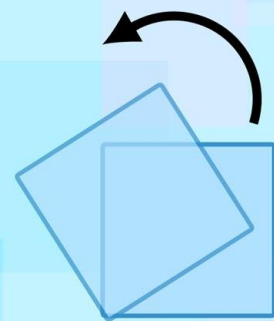
straight lines



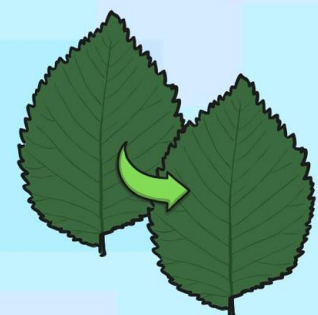
manipulate



Copy and Paste



rotate



duplicate

Computer Art



Cubism



Pointillism

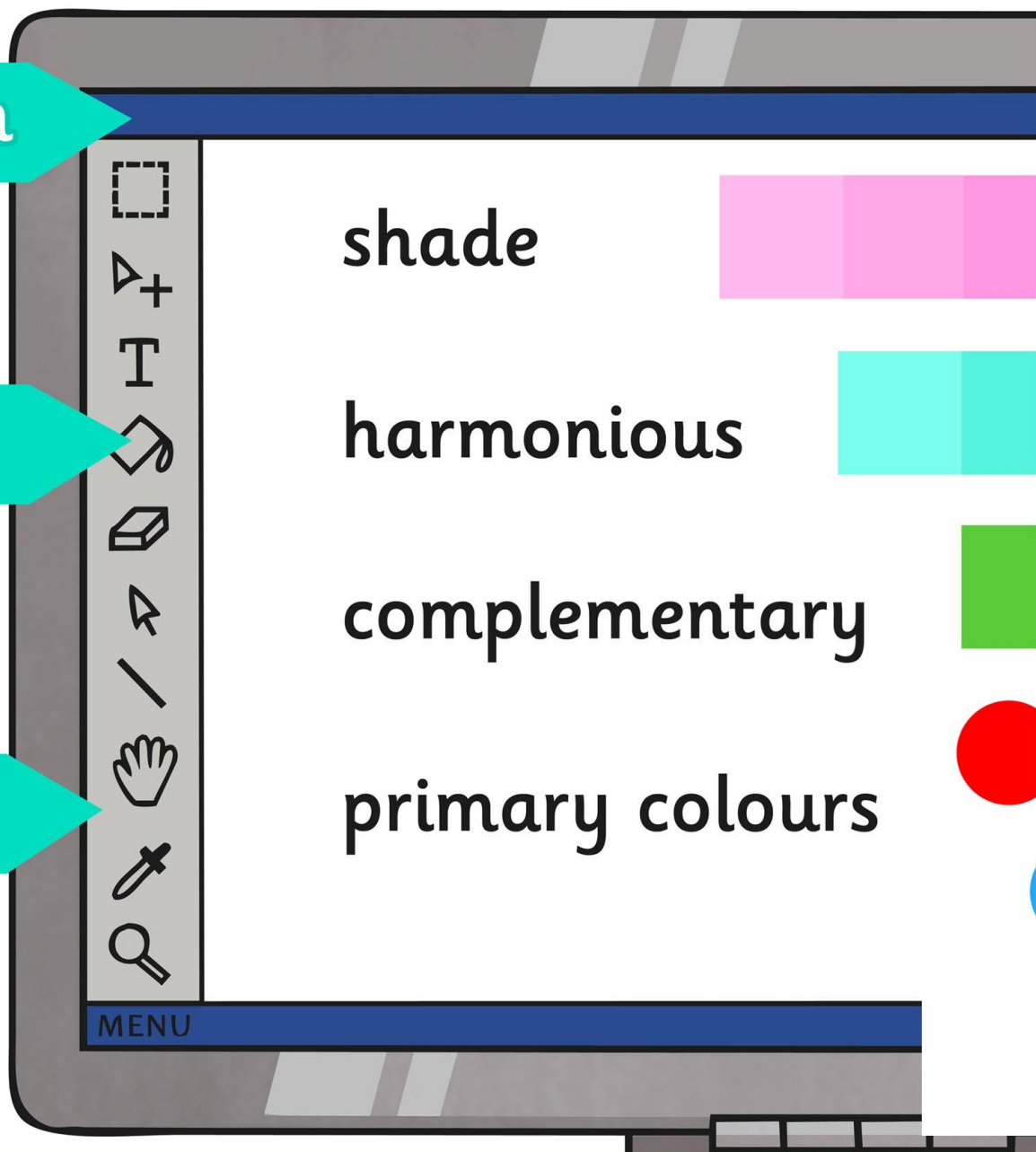


Pop

program

fill

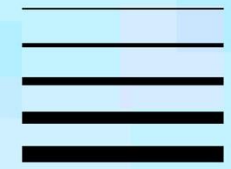
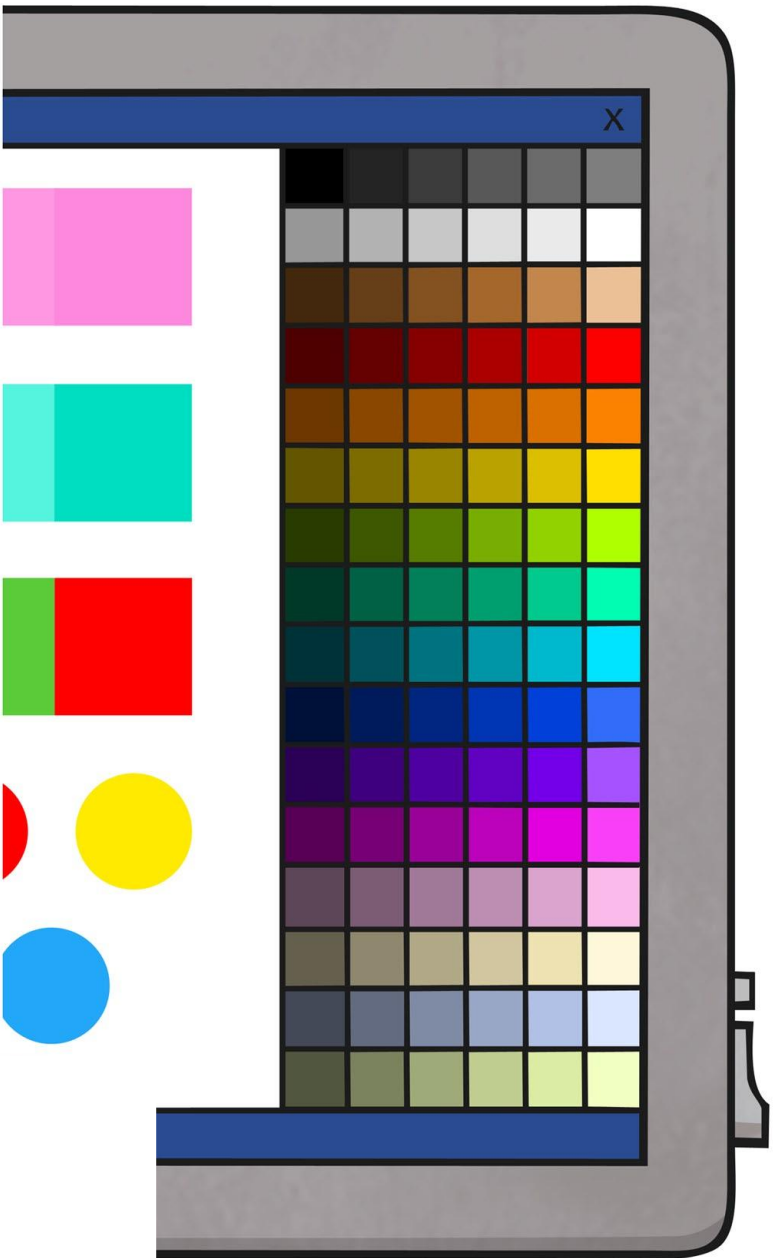
tool



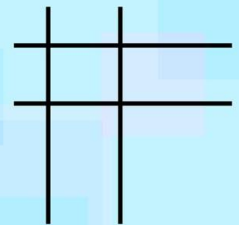
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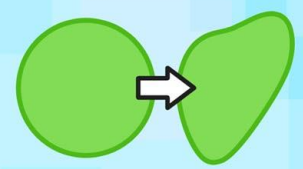
Art Impressionism



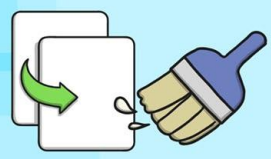
weight



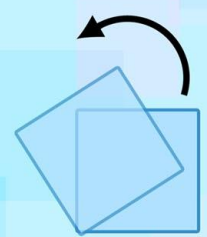
straight lines



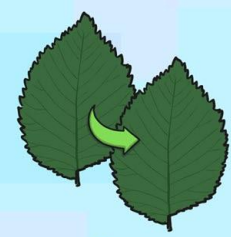
manipulate



Copy and Paste



rotate



duplicate

Computer Art



Cubism



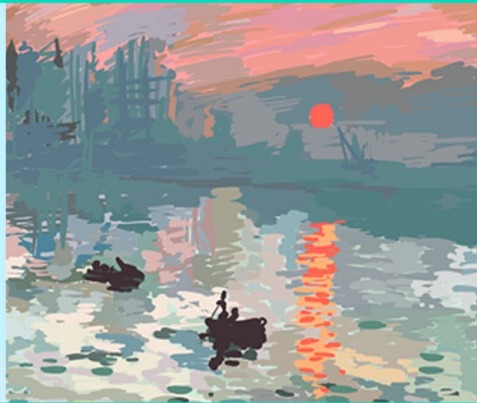
Pointillism



Pop

program

t

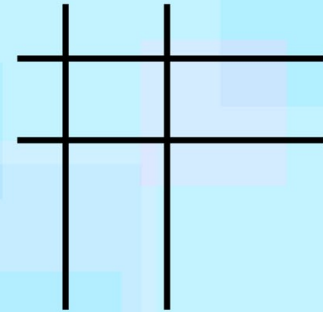


Art

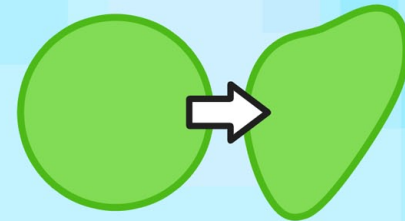
Impressionism



weight



straight lines



manipulate

fill

tool



stroke



harmonious



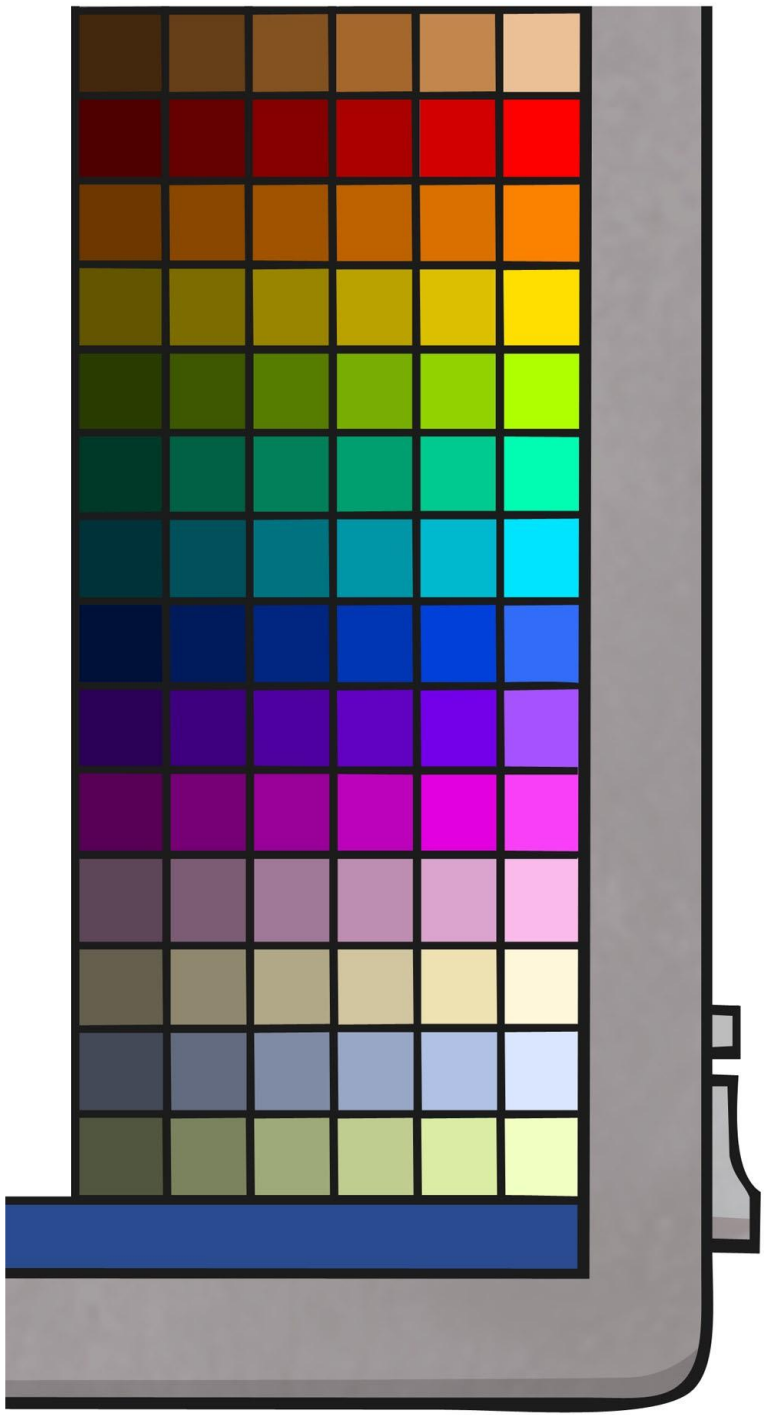
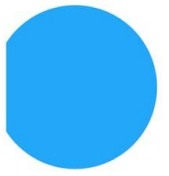
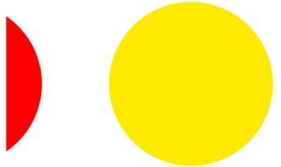
complementary



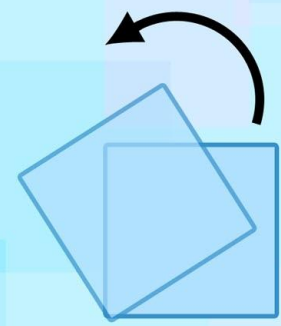
primary colours



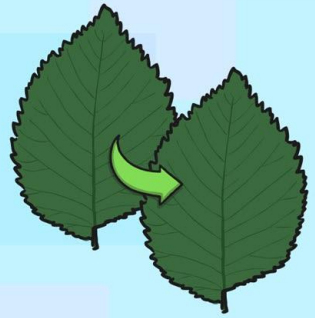
MENU



Copy and Paste



rotate



duplicate

Computer Art



Cubism



Pointillism



Pop Art

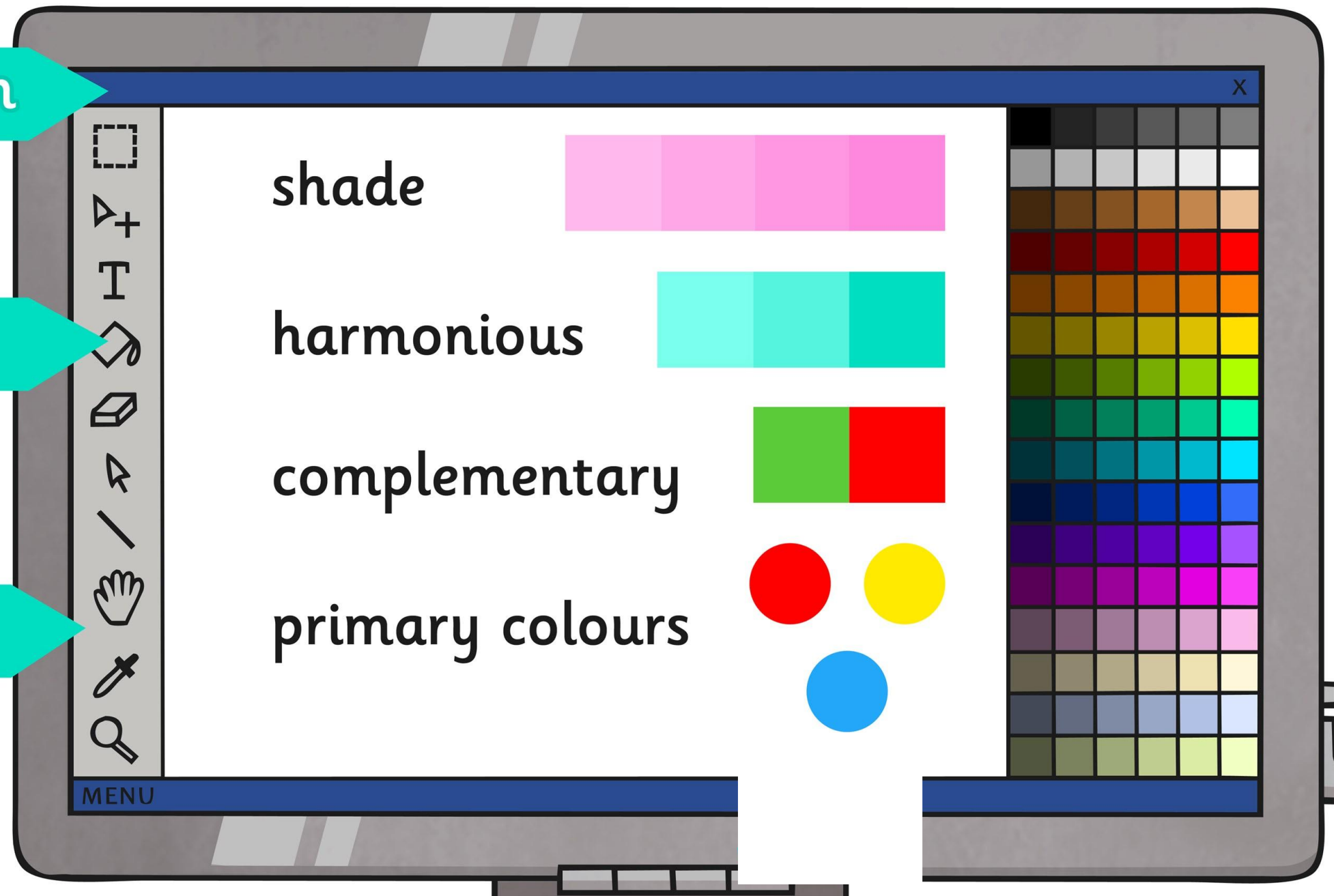


Impressionism

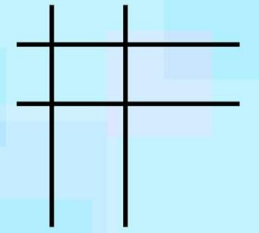
program

fill

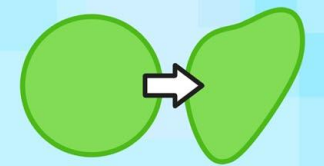
tool



weight



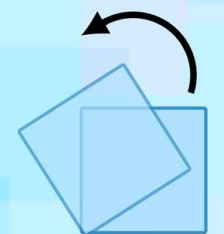
straight lines



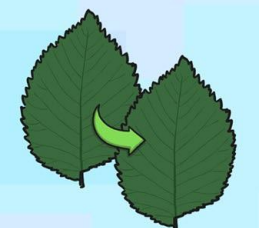
manipulate



Copy and Paste



rotate



duplicate

Computer Art



Cubism



Pointillism



Pop Art



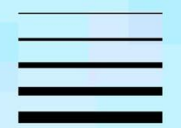
Impressionism



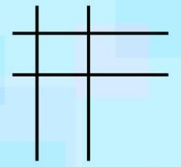
program

fill

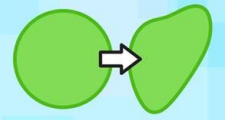
tool



weight



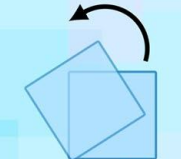
straight lines



manipulate



Copy and Paste

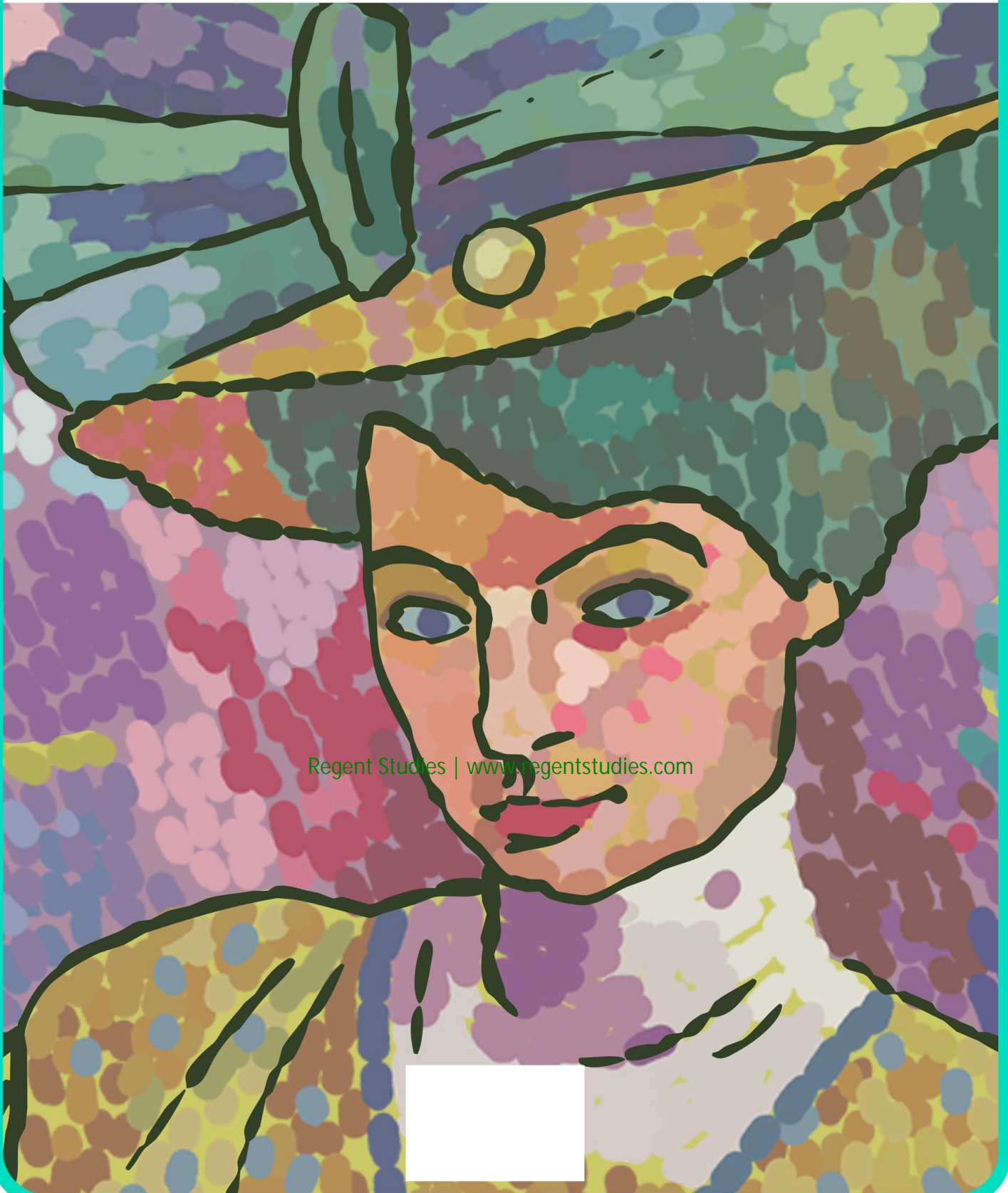


rotate

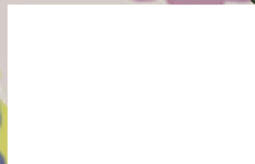


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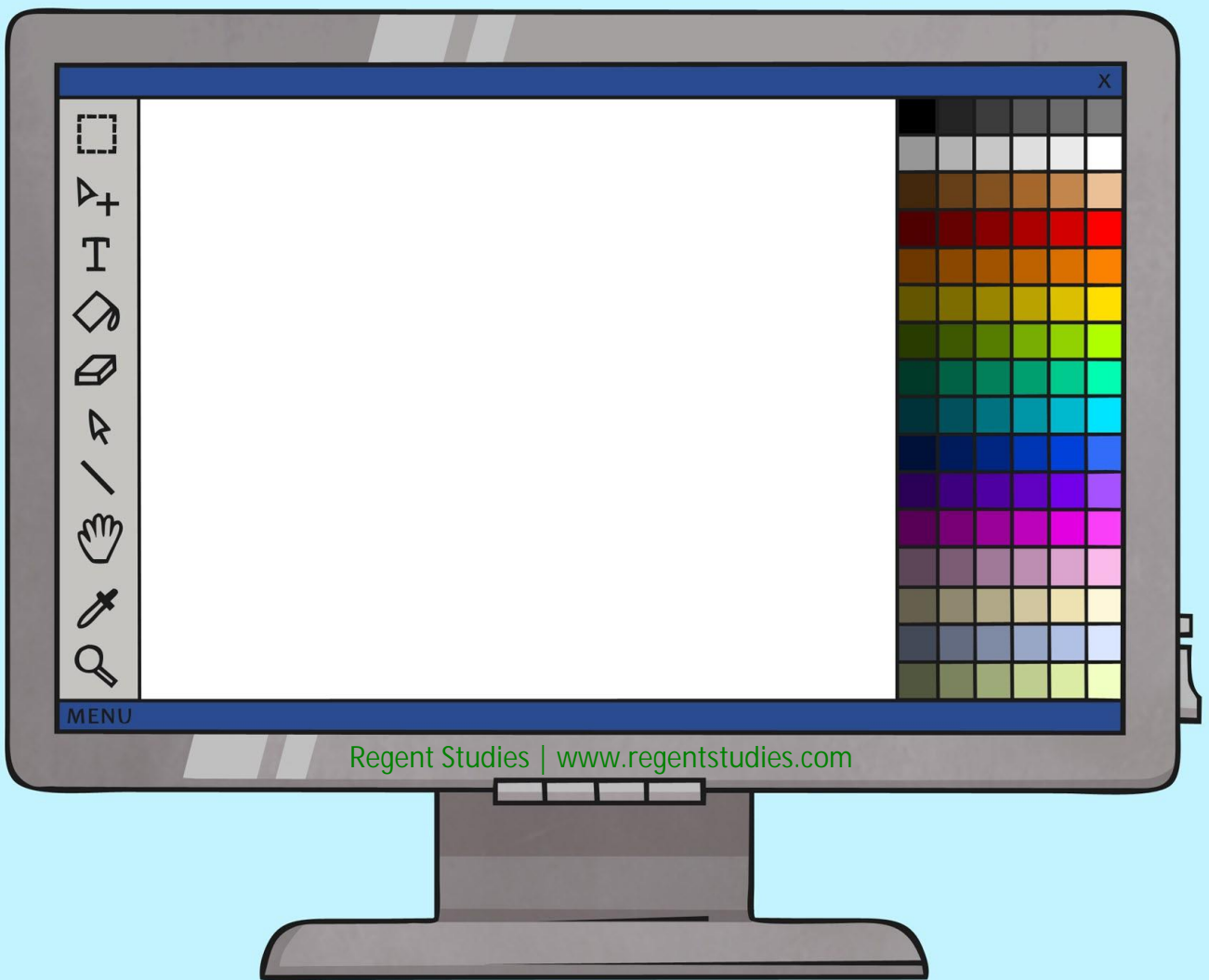
Pointillism



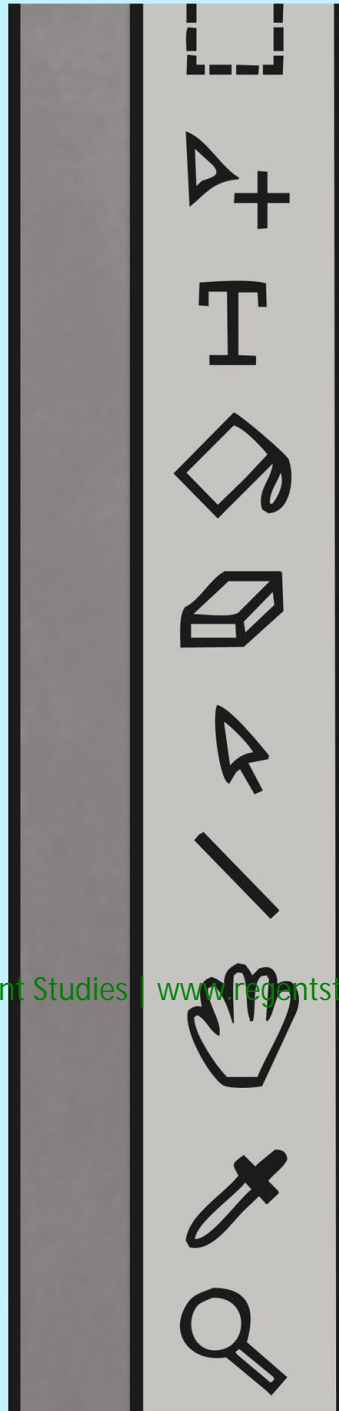
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program

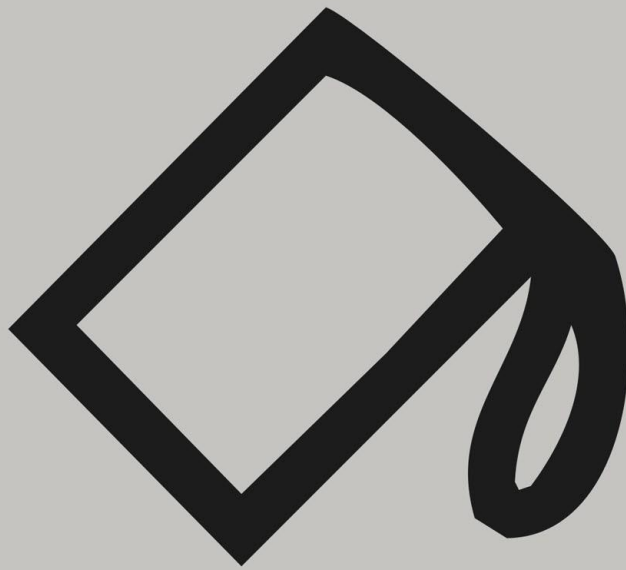


tool



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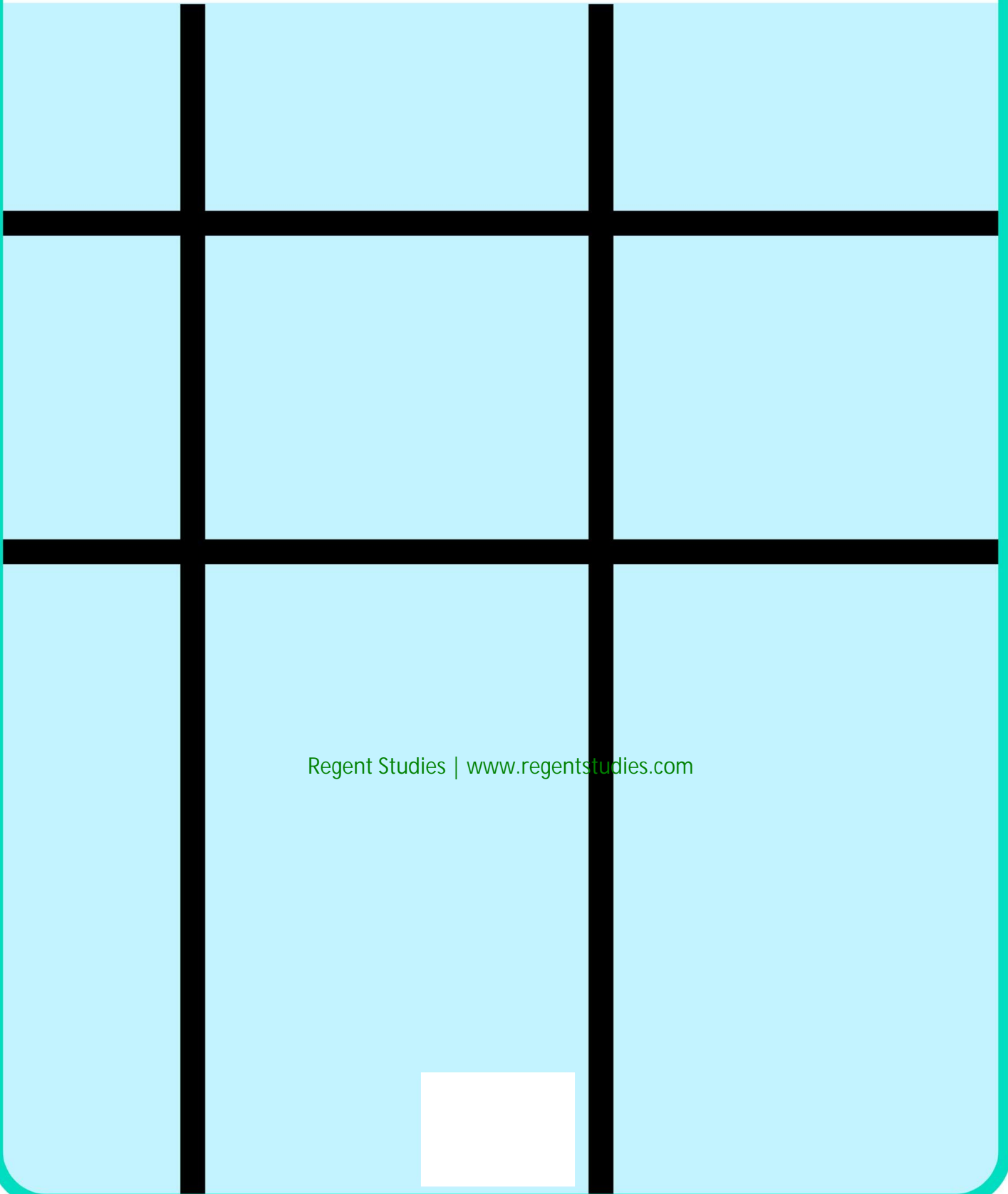
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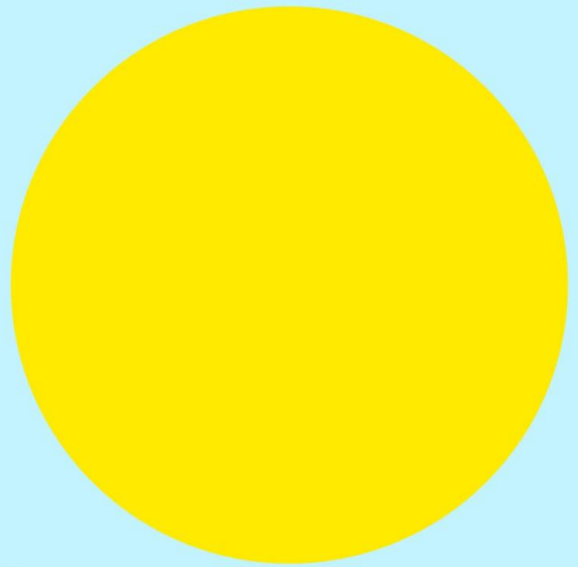
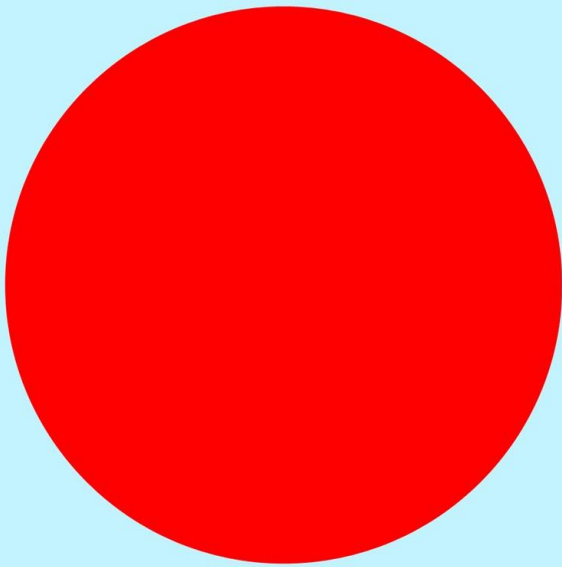
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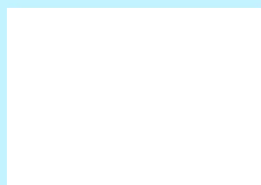
straight lines



primary colours



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weight

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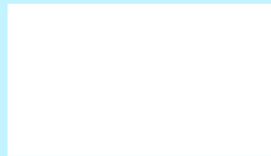
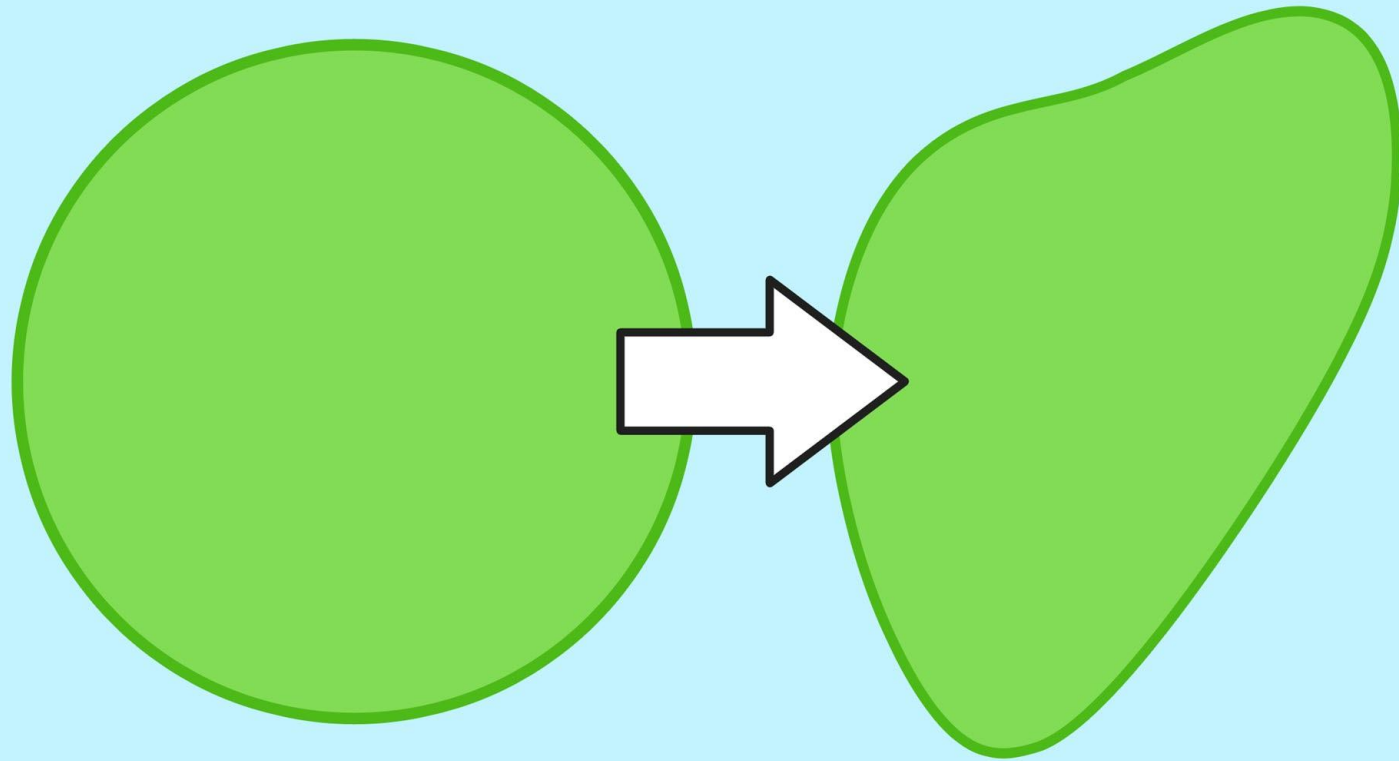


Cubism

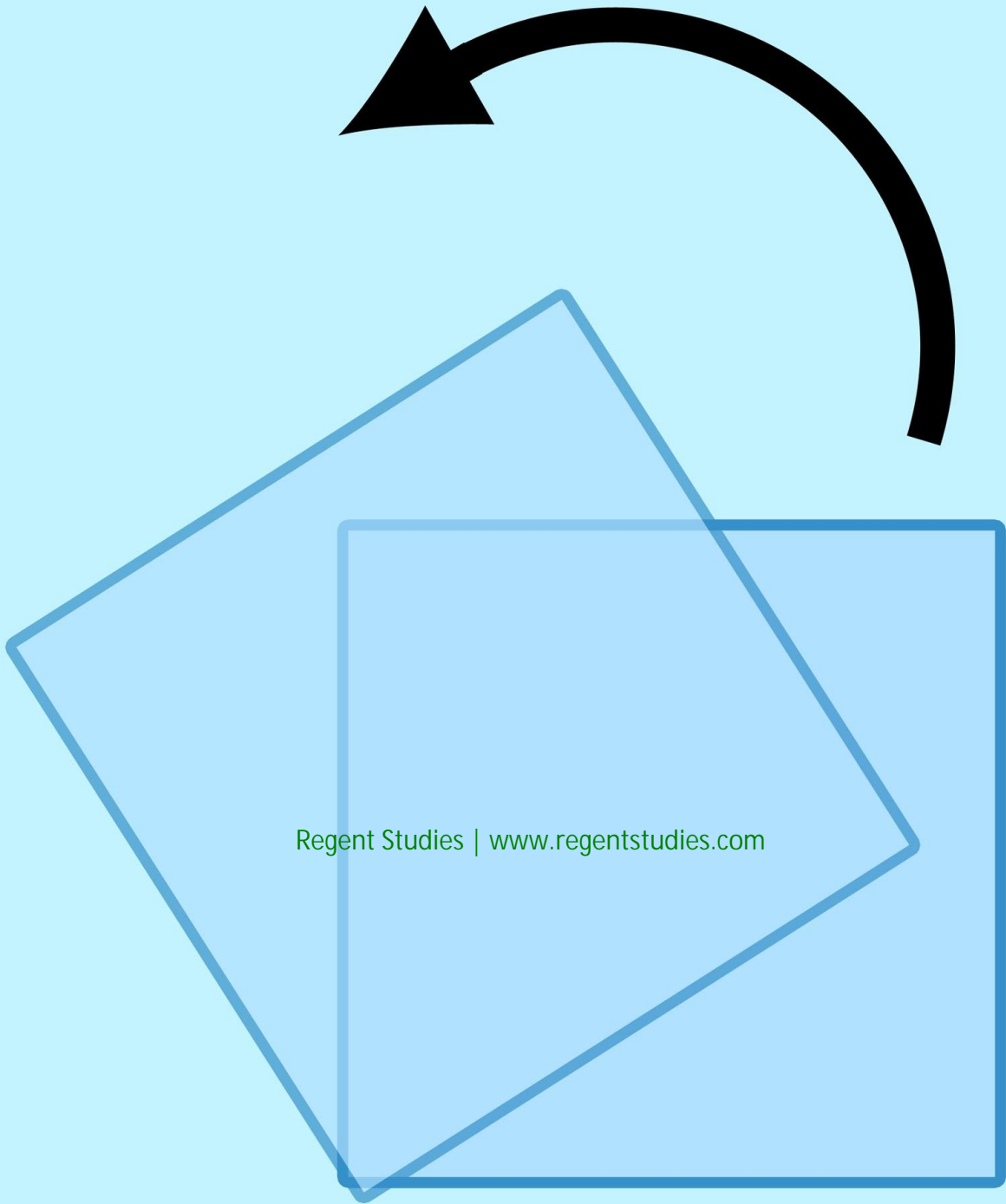


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manipulate



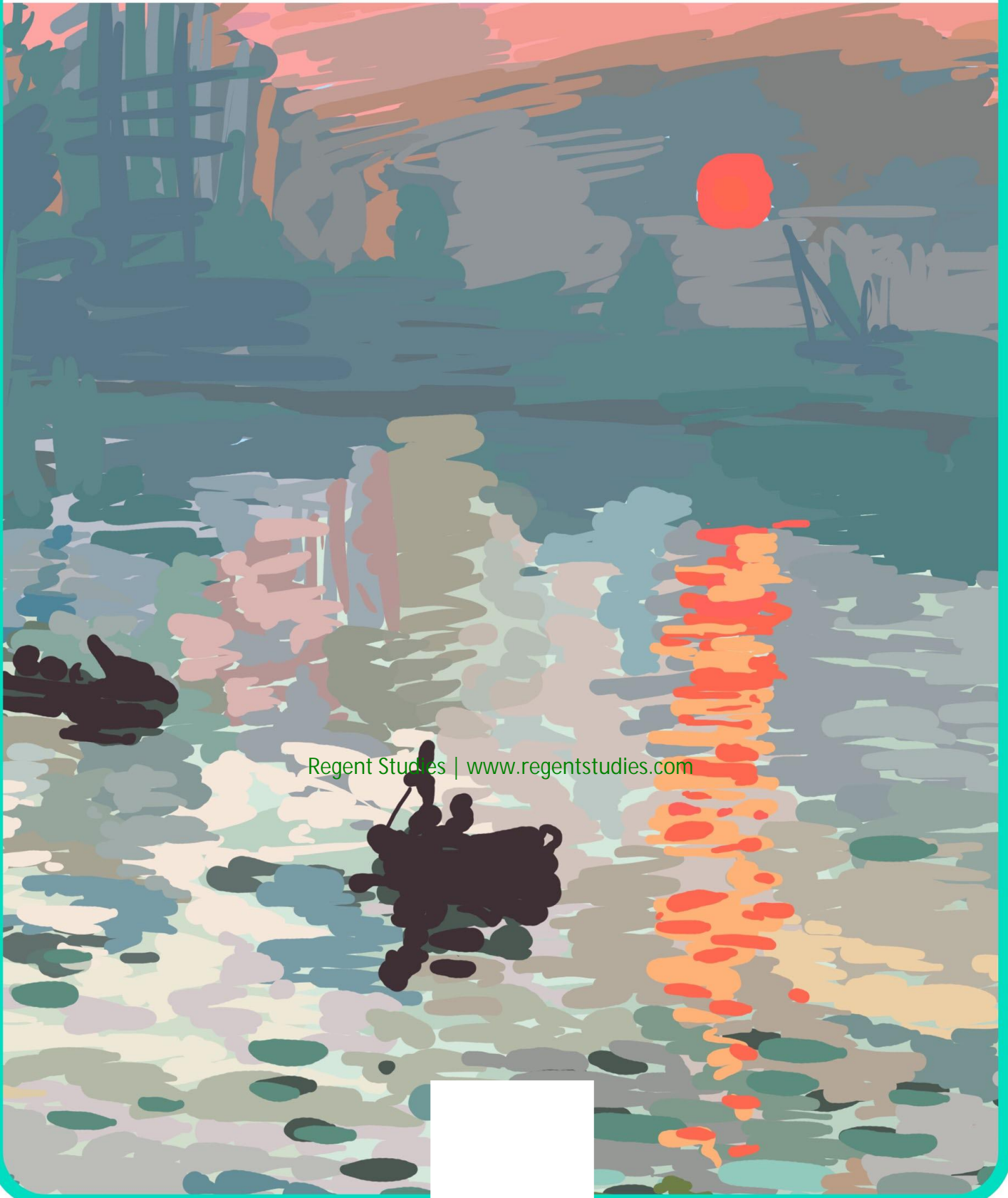
rotate



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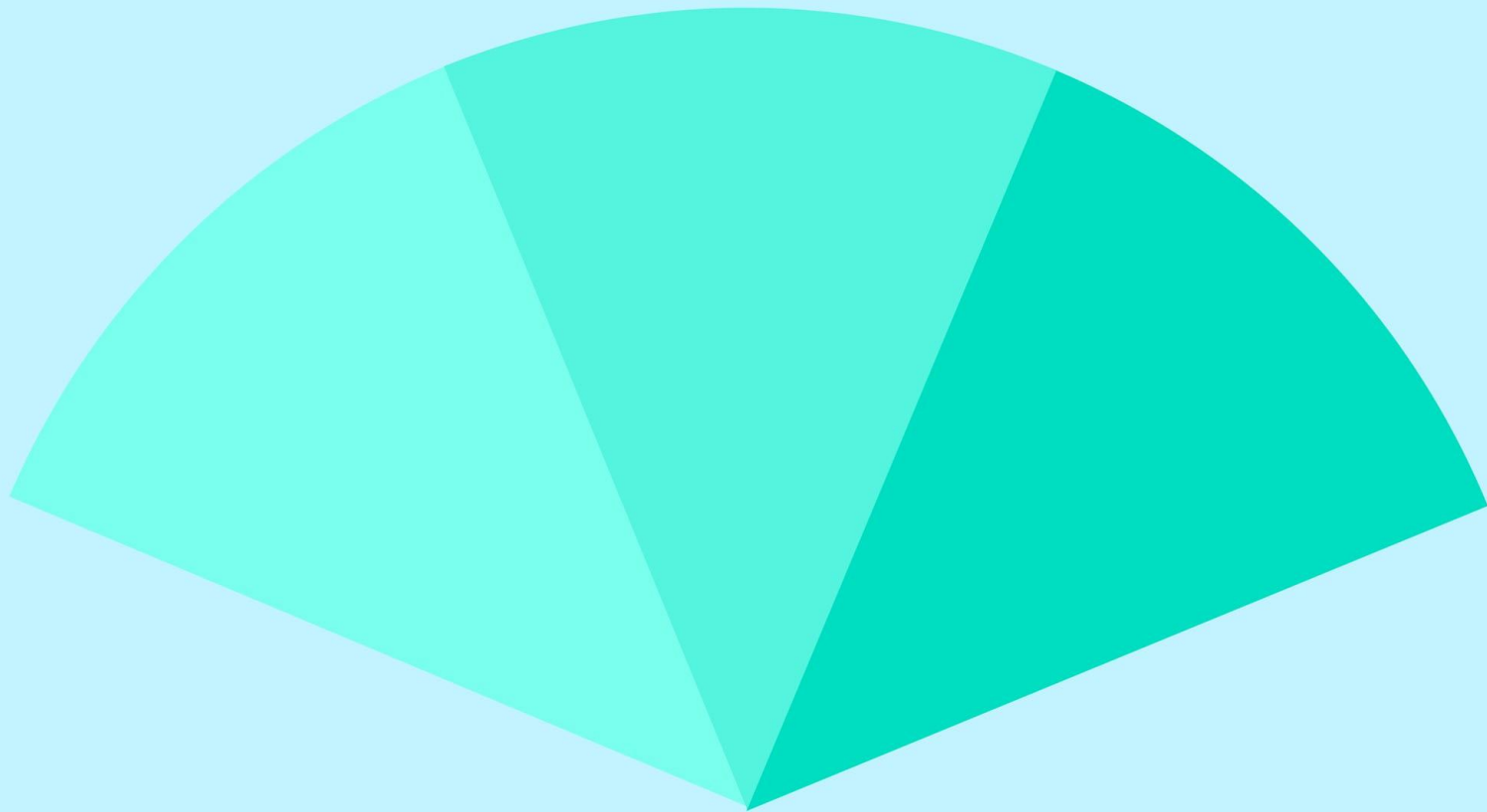
shade

Impressionism

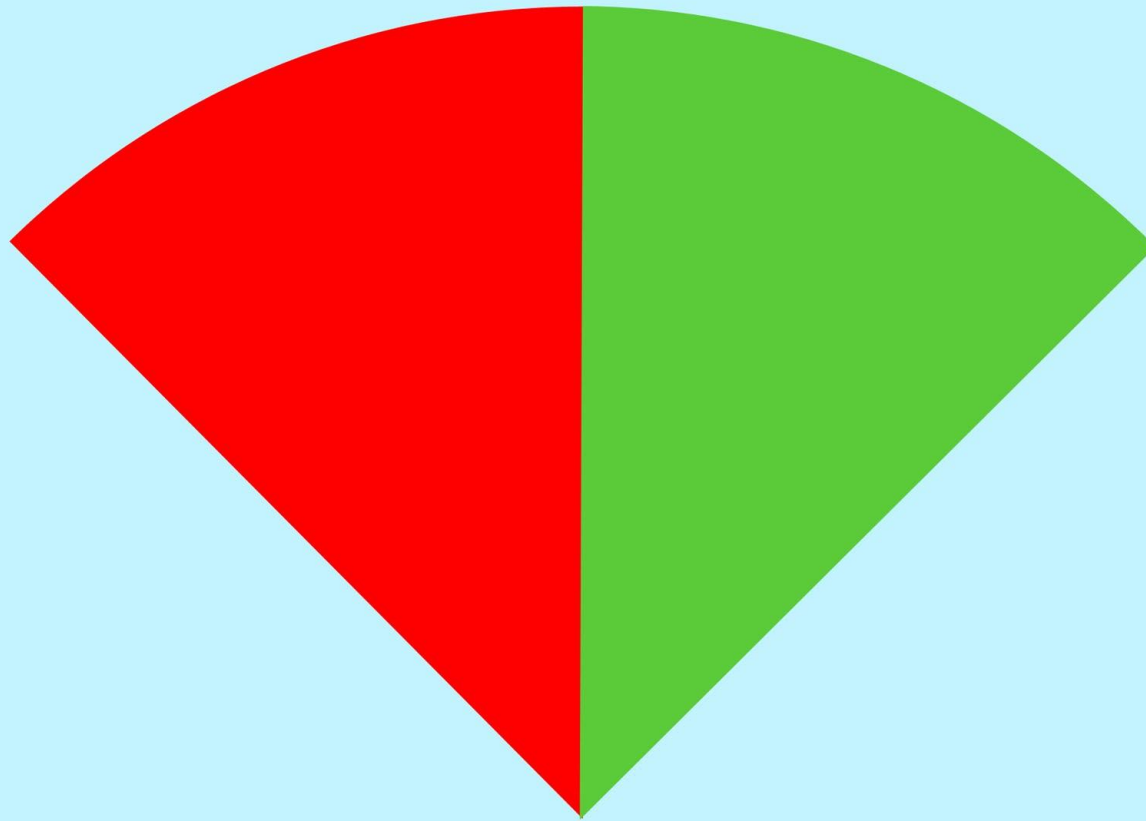


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harmonious



complementary

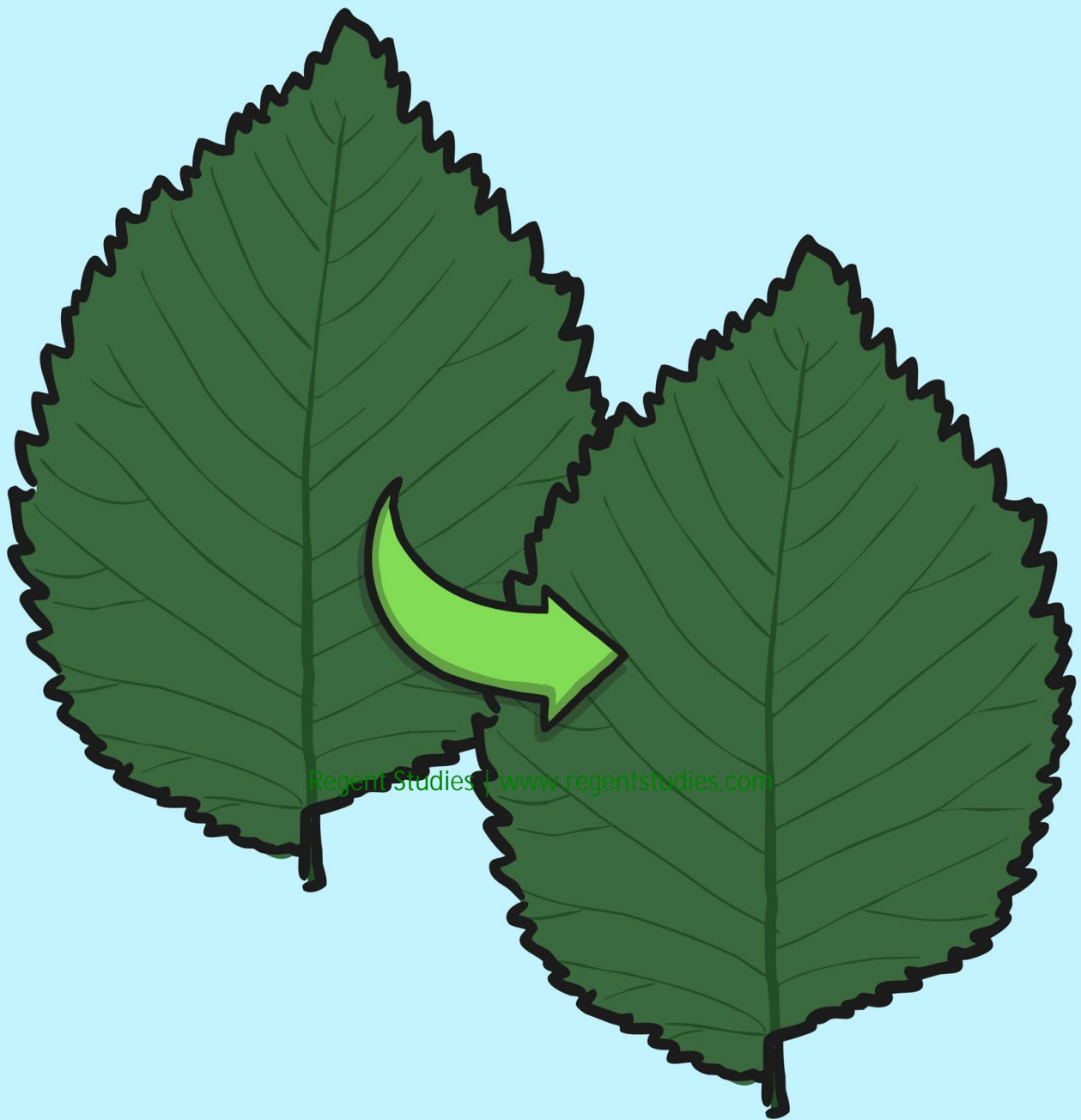


Pop Art

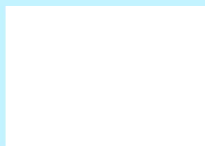


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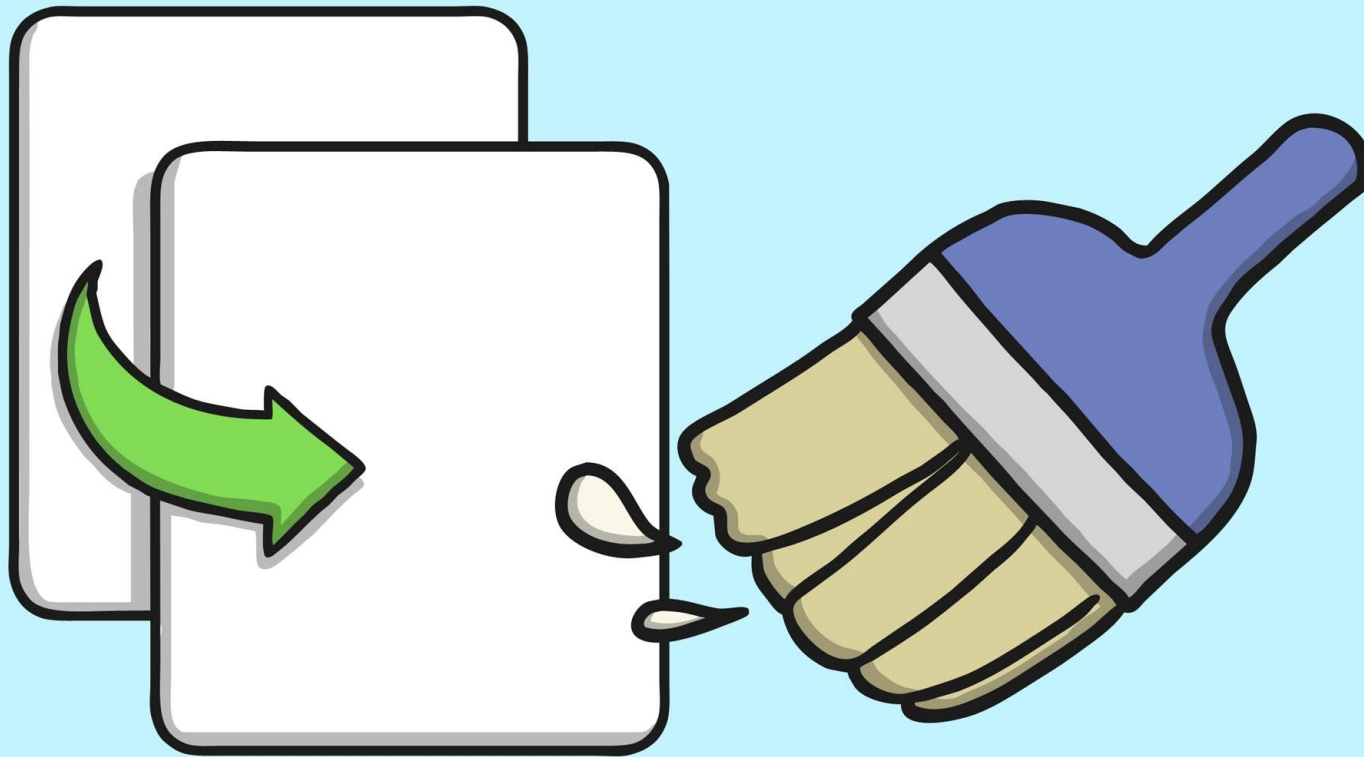
duplicate



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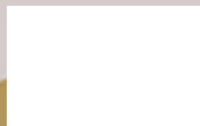
Copy and Paste



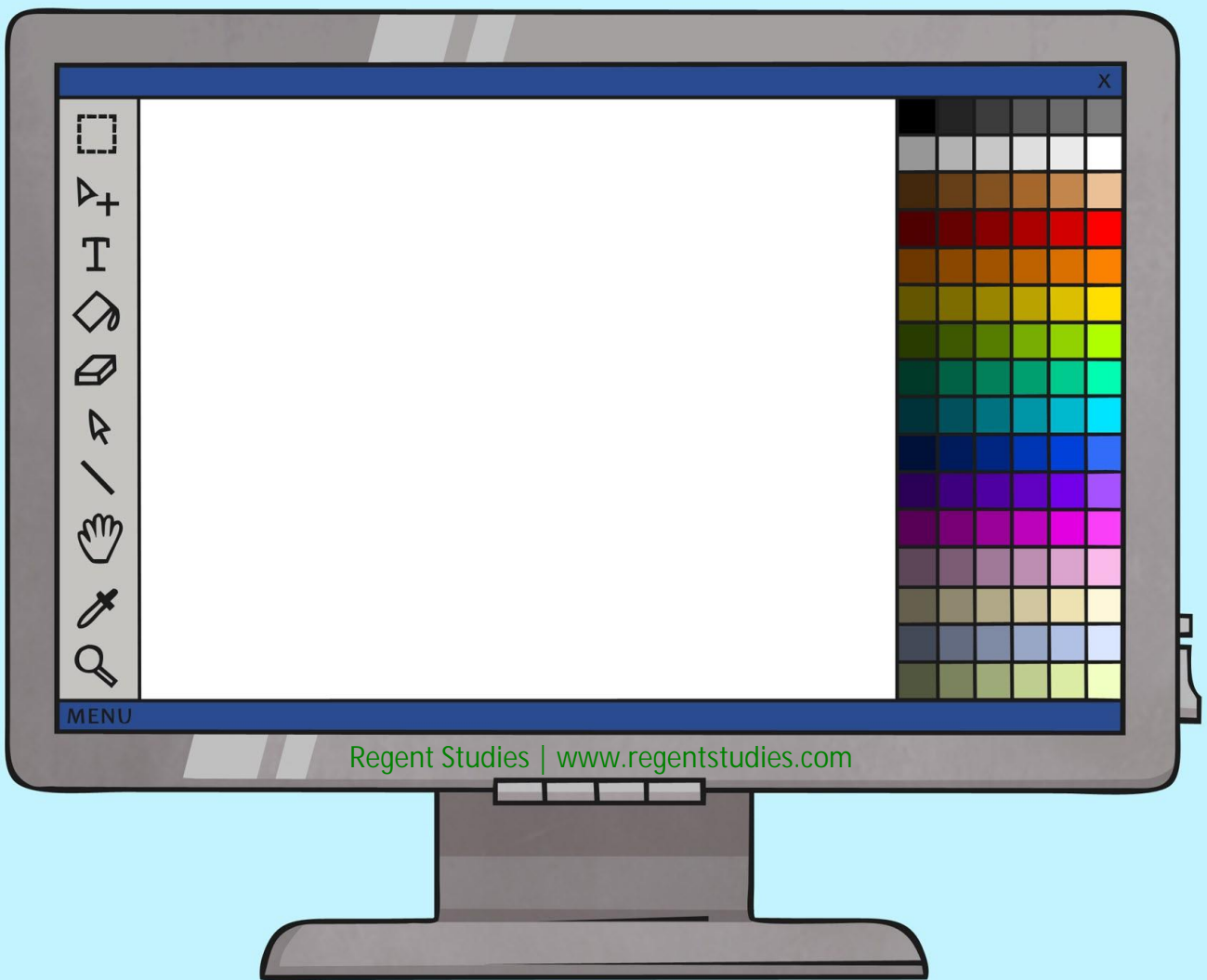
Pointillism



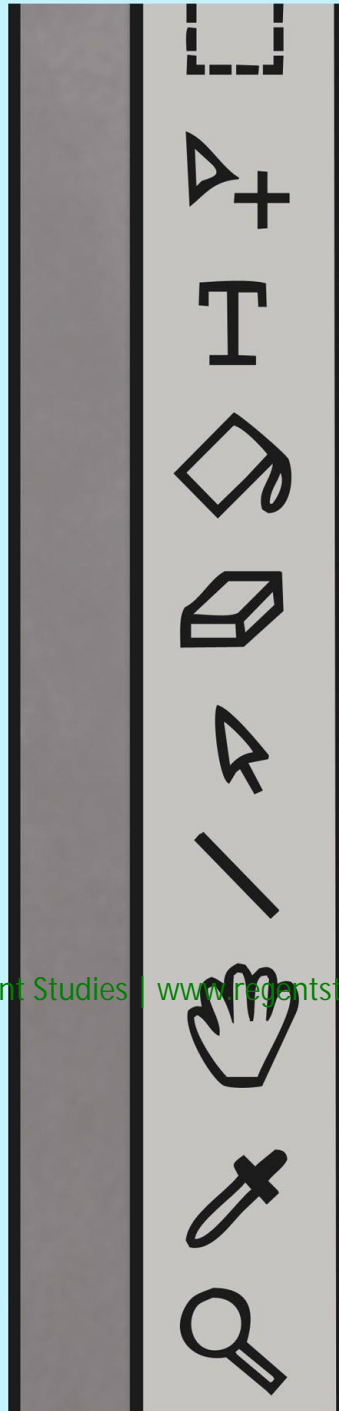
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program



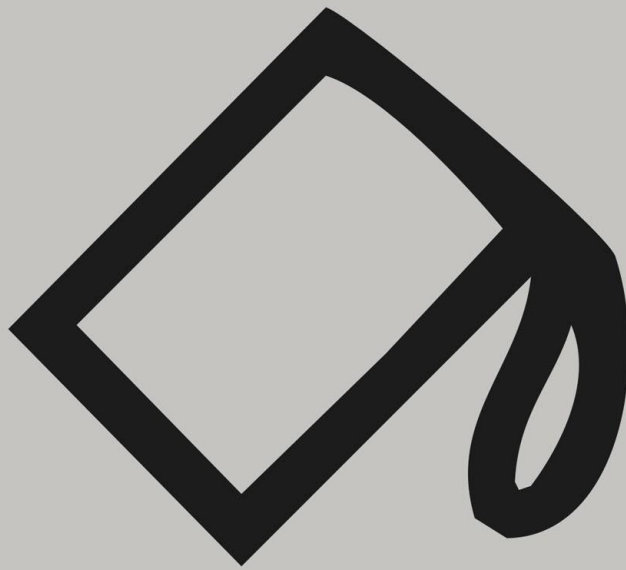
tool



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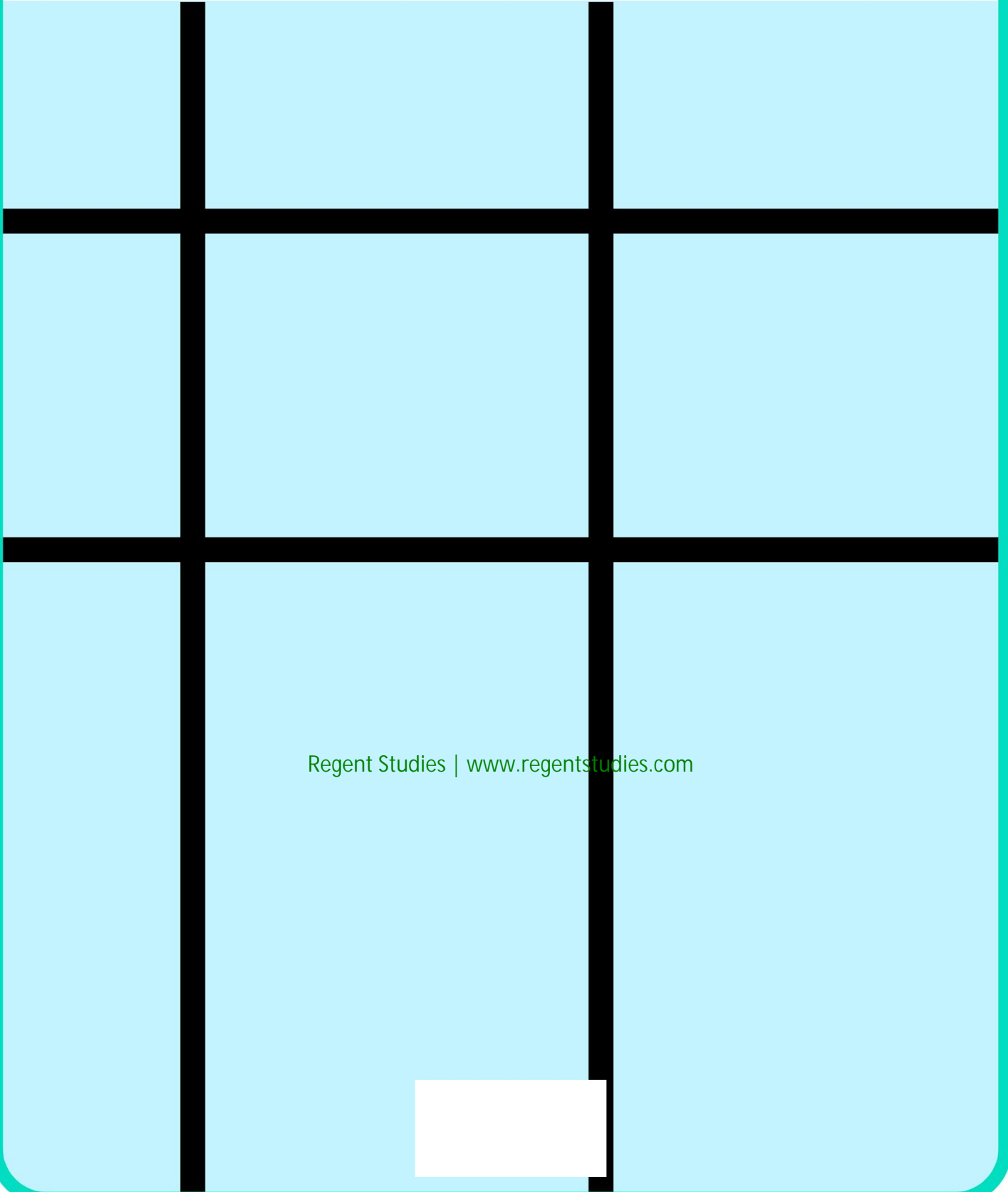
fill



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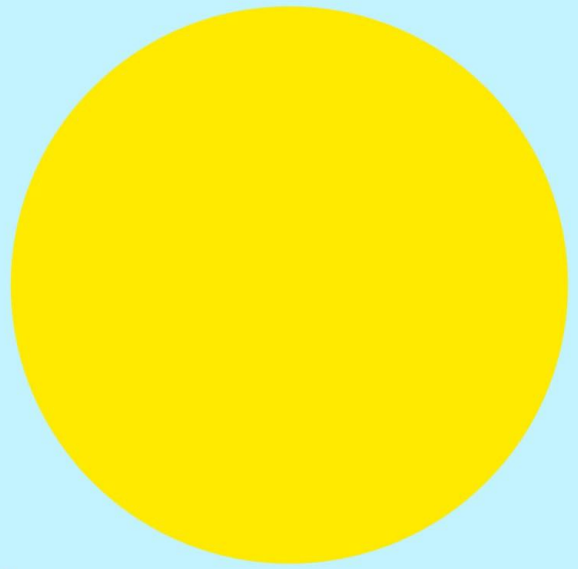
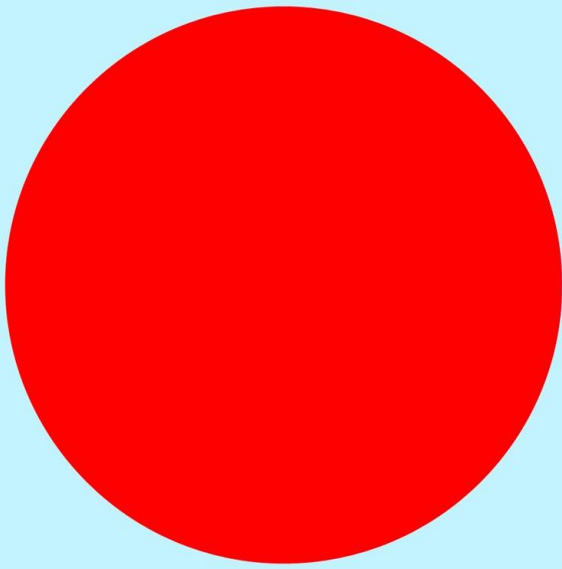
straight lines



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primary colours

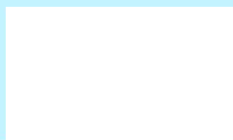


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weight

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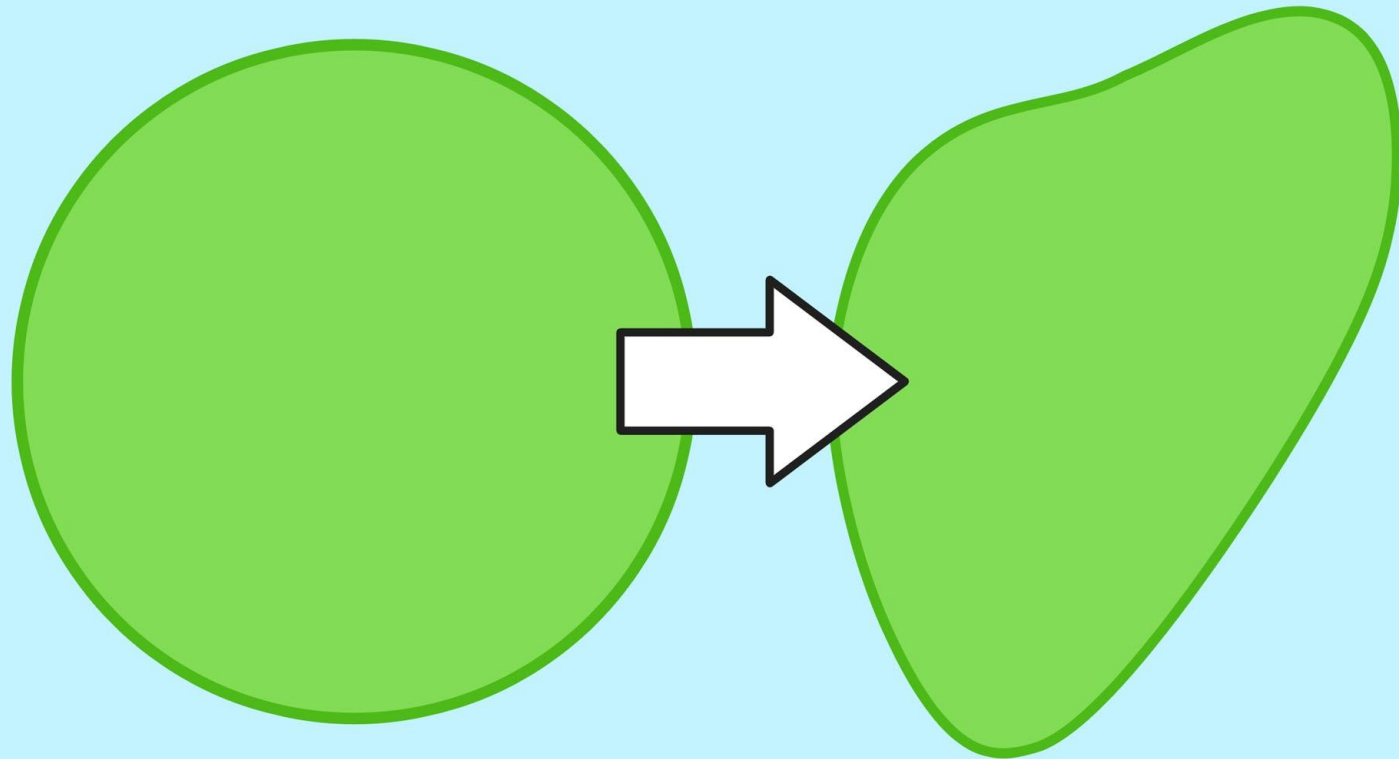


Cubism

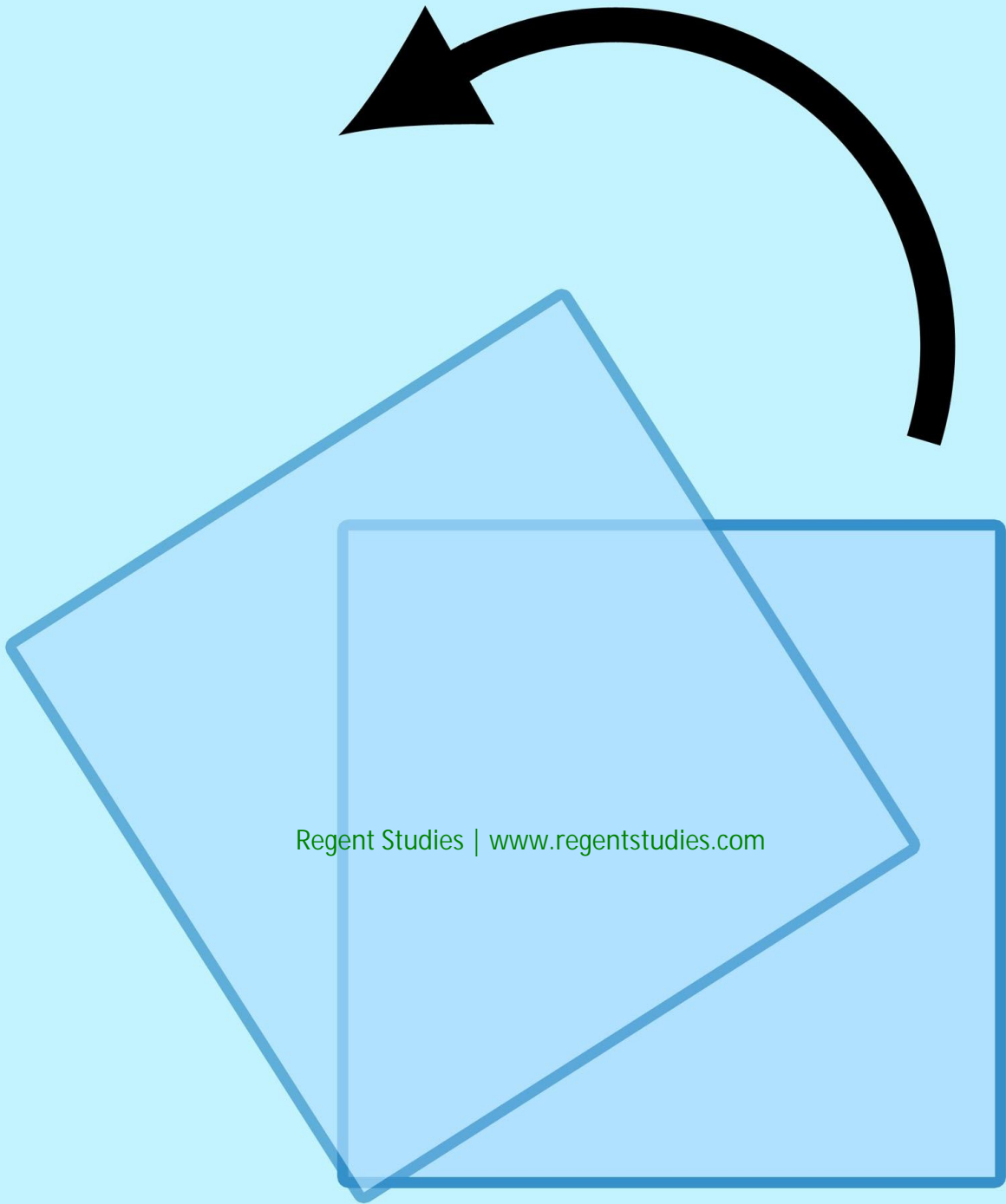


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manipulate



rotate

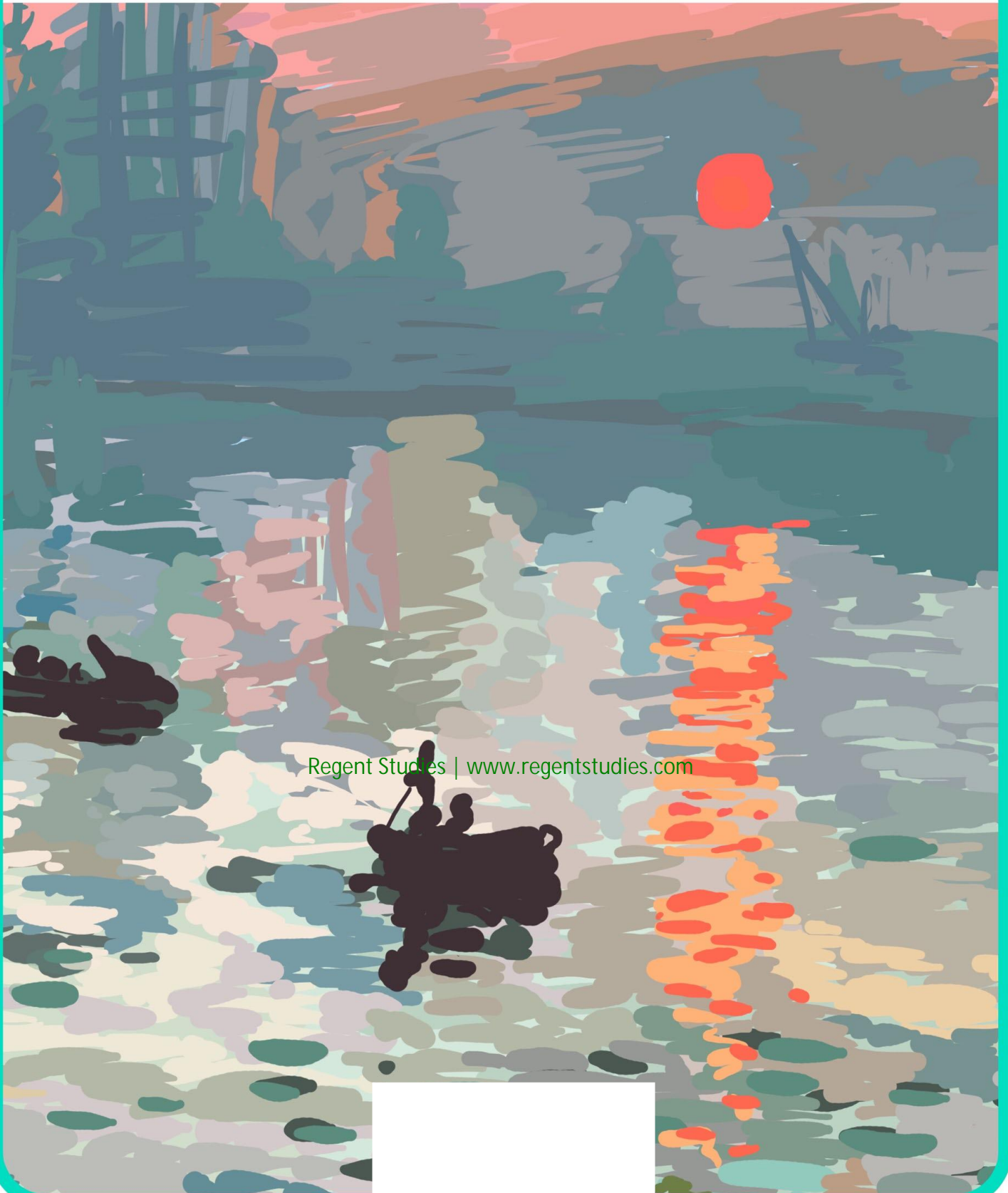


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shade

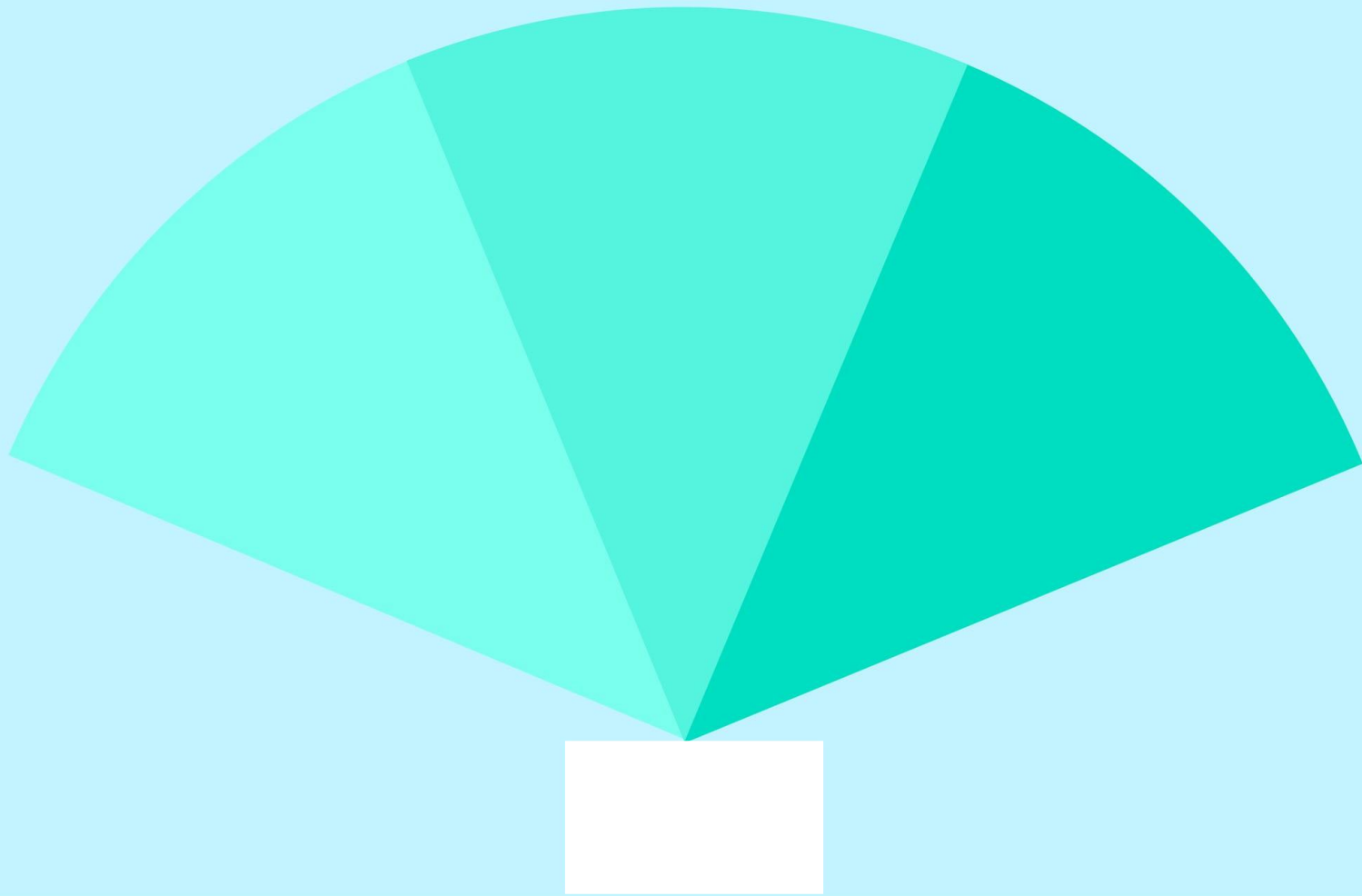
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Impressionism

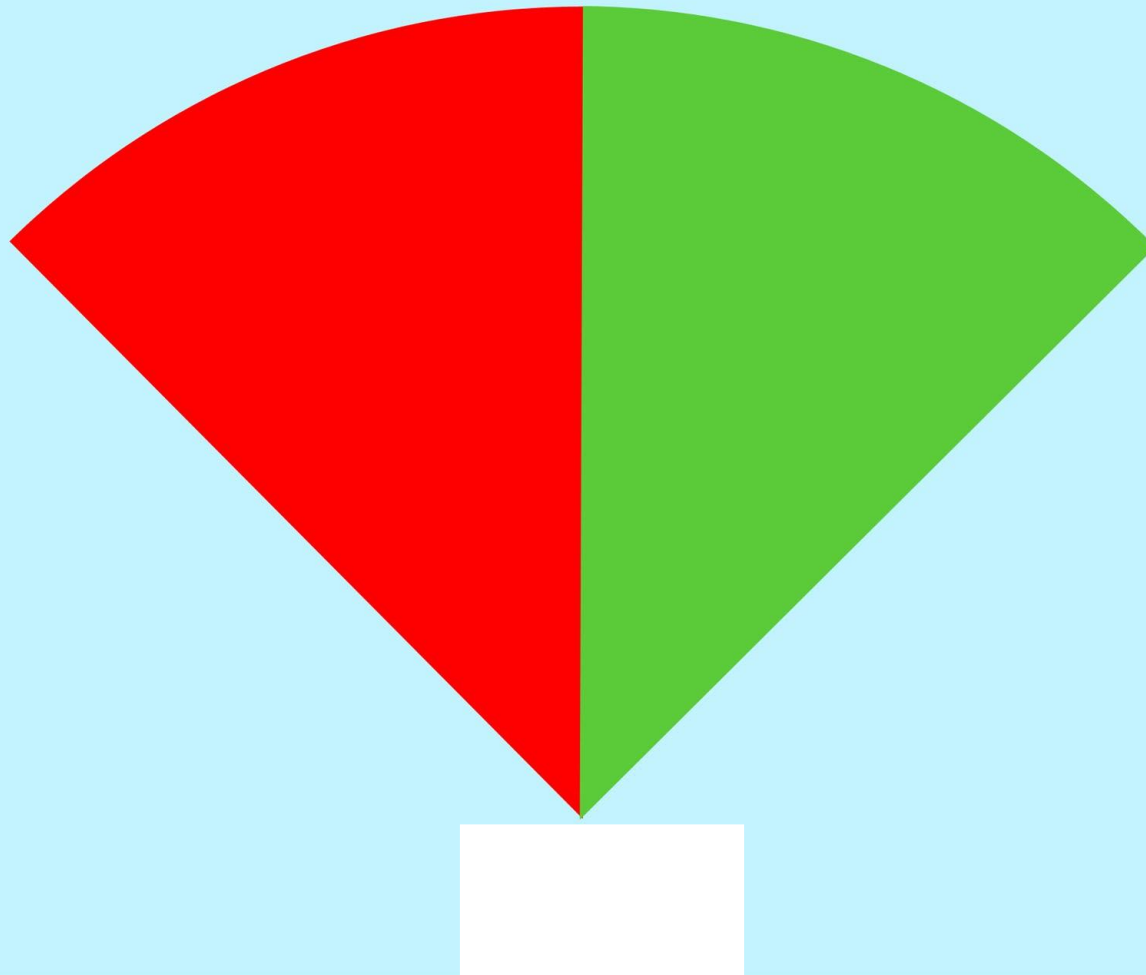


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harmonious



complementary

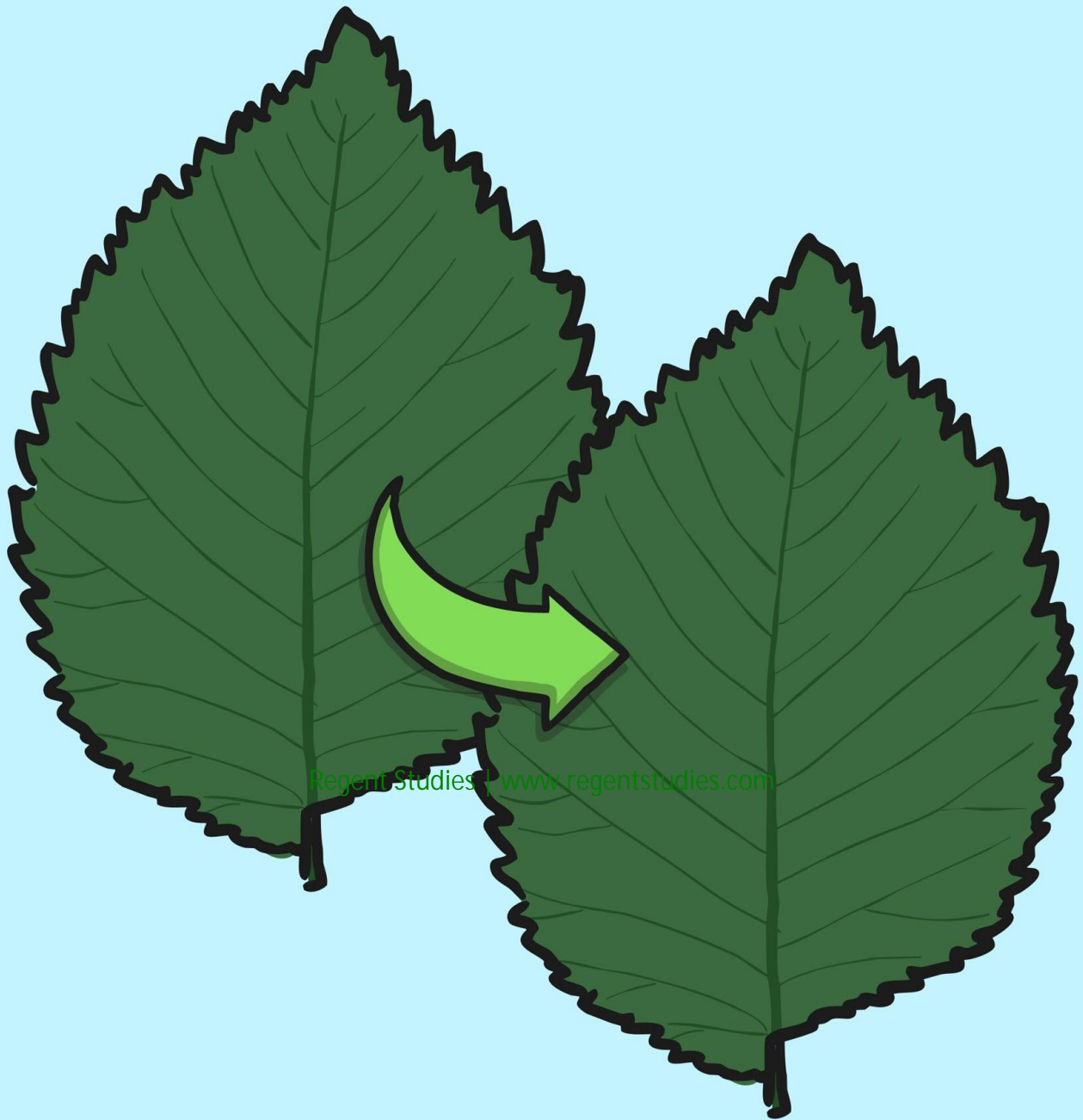


Pop Art

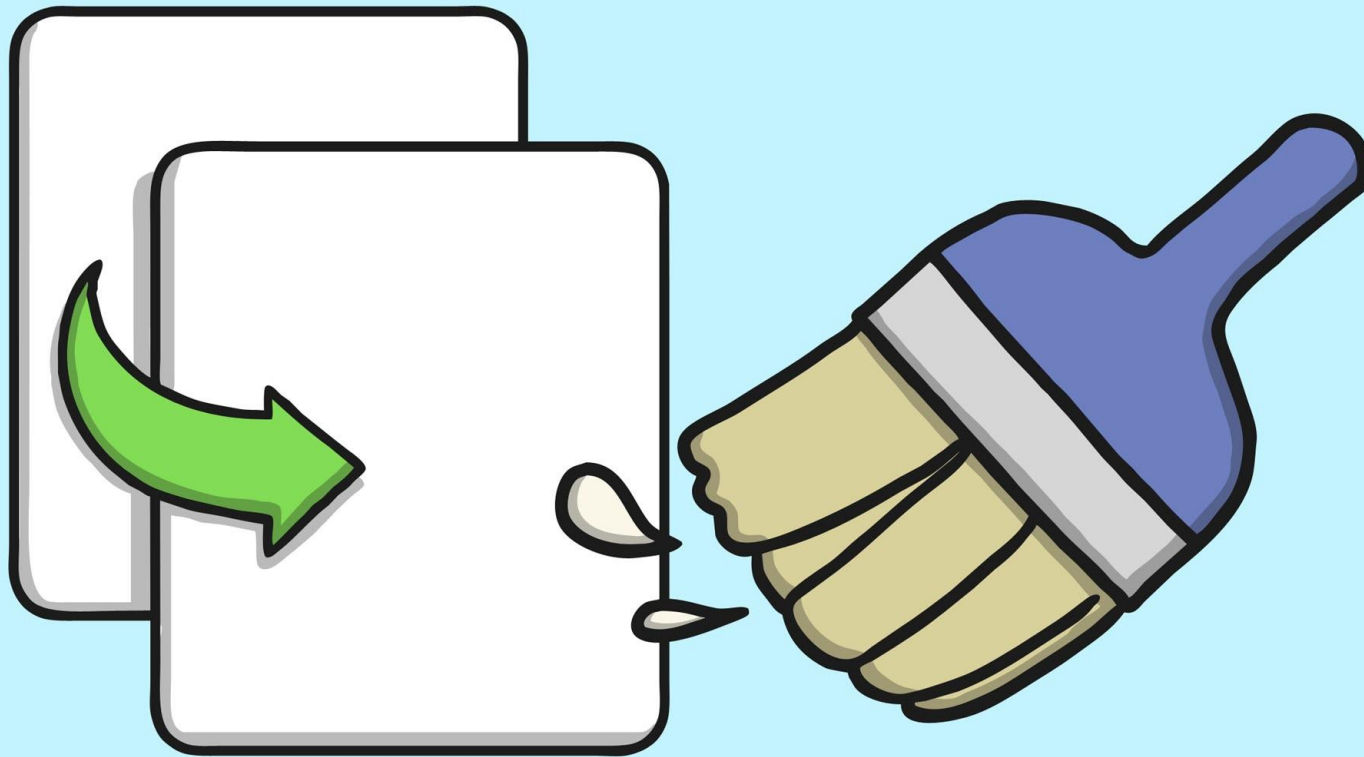


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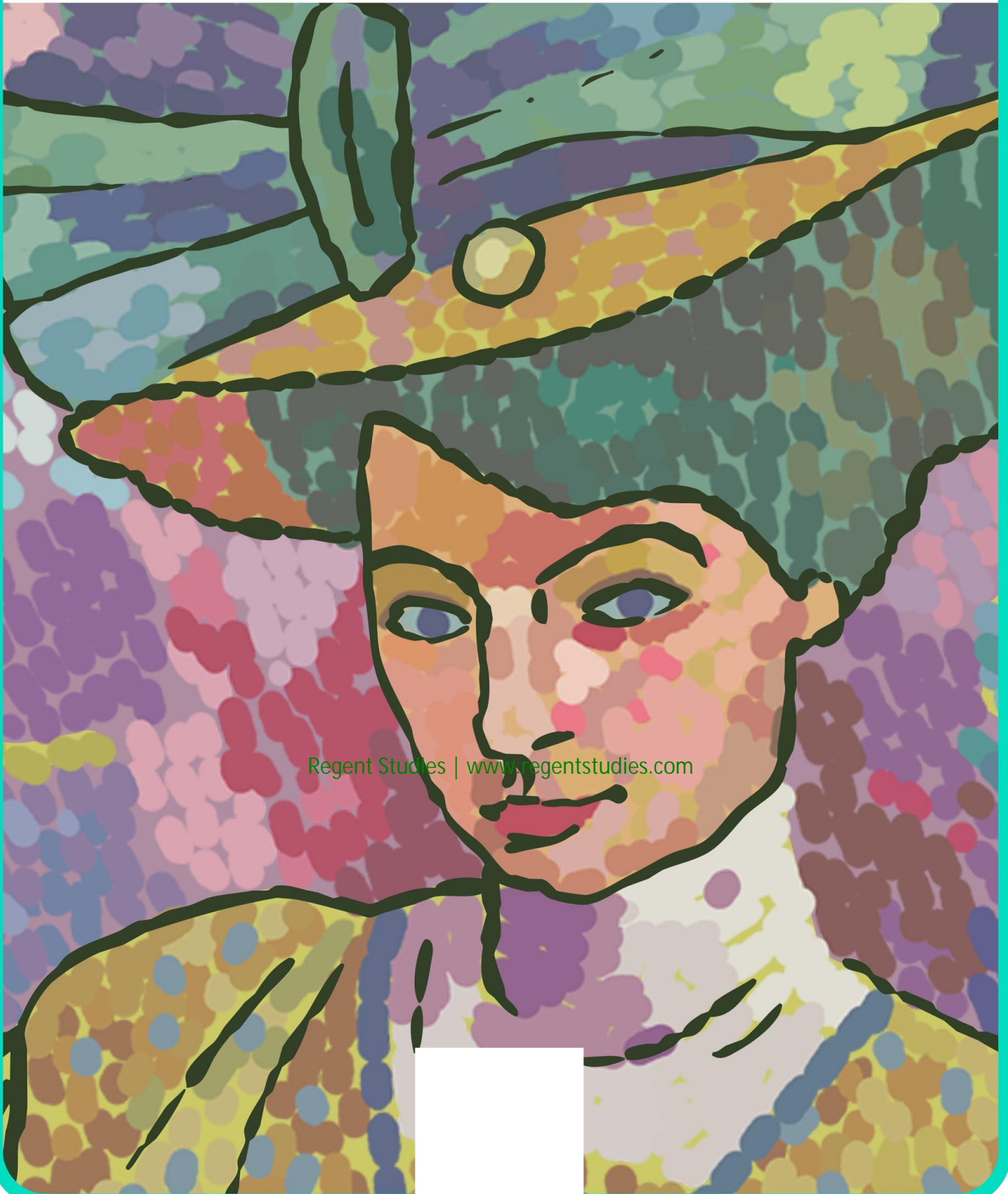
duplicate



Copy and Paste

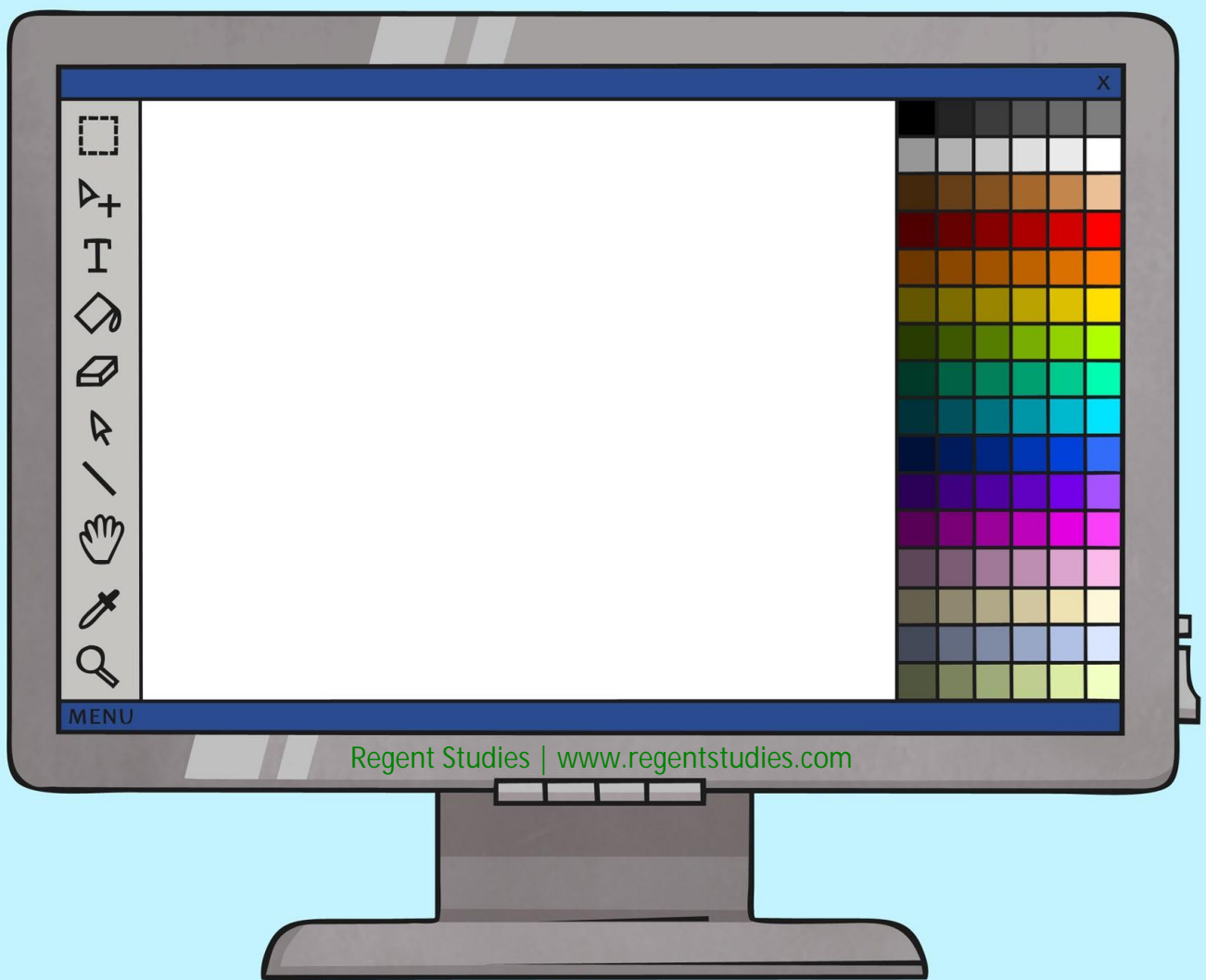


Pointillism

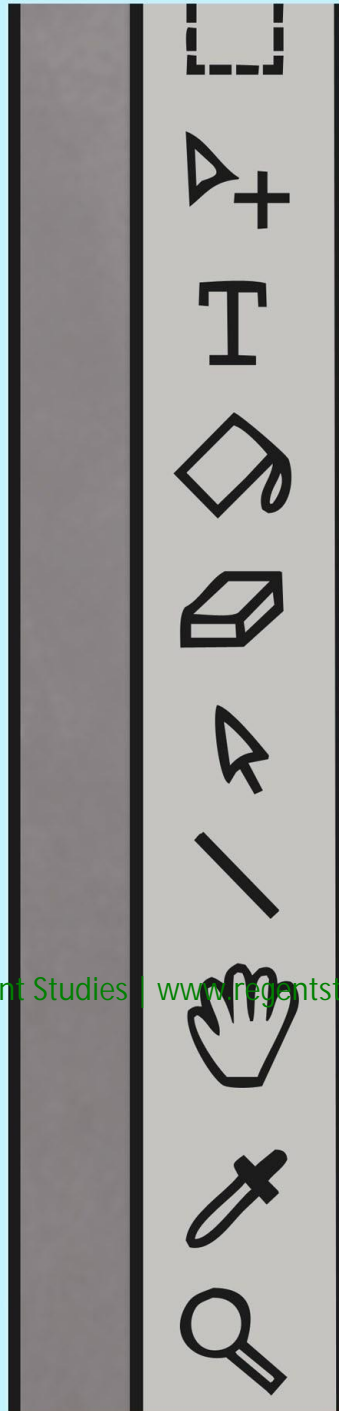


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program

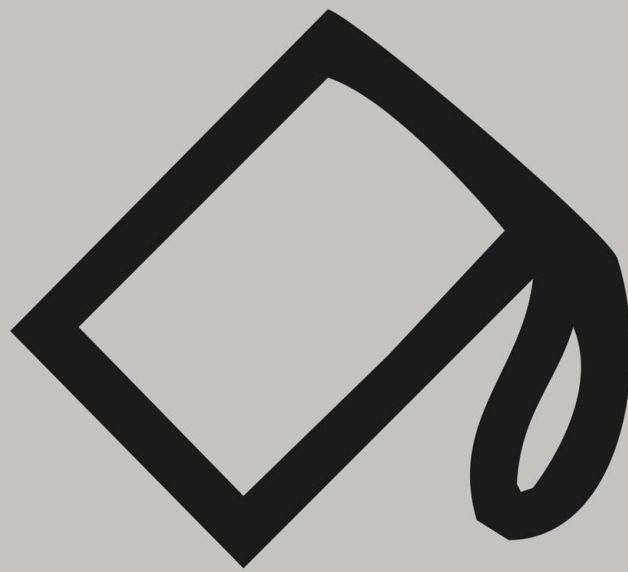


tool



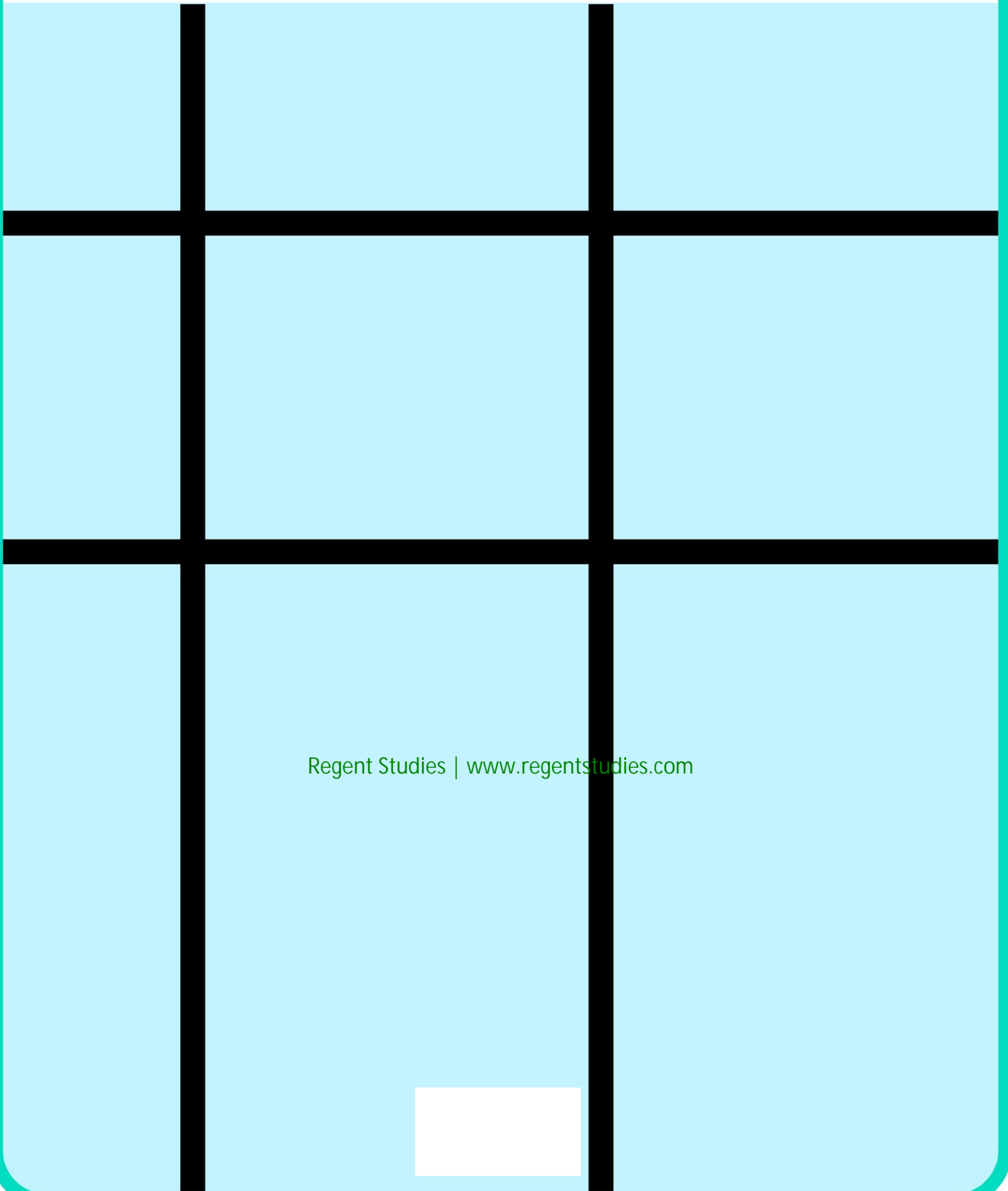
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fill



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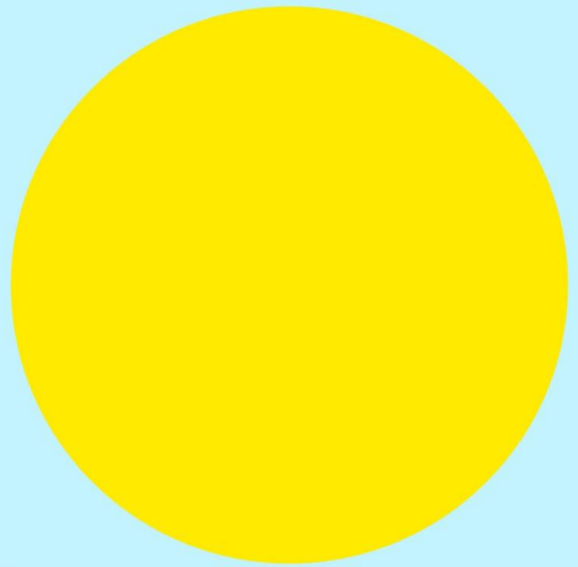
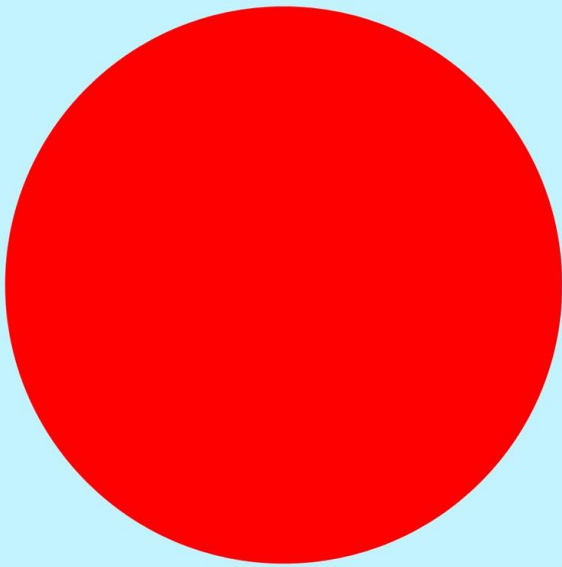
straight lines



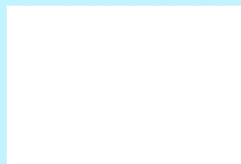
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primary colours



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weight

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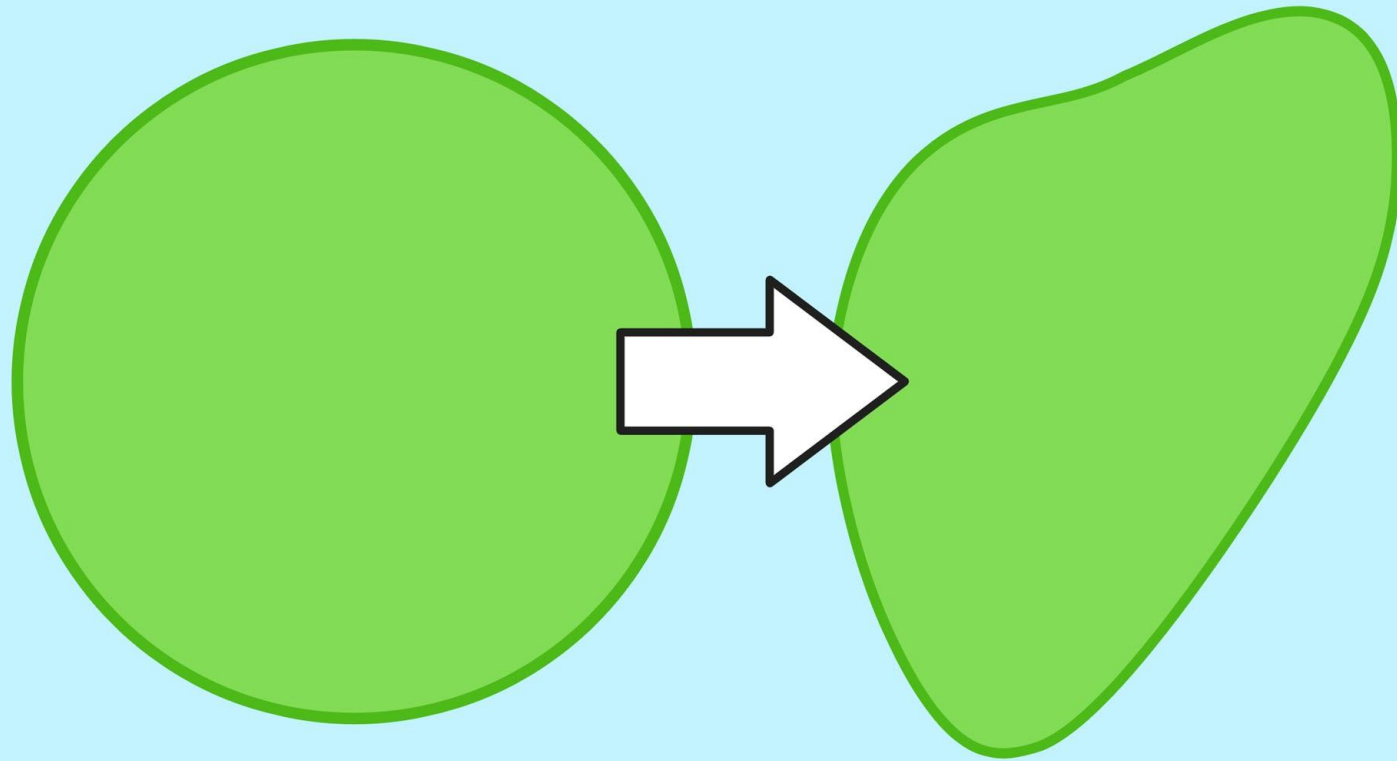


Cubism

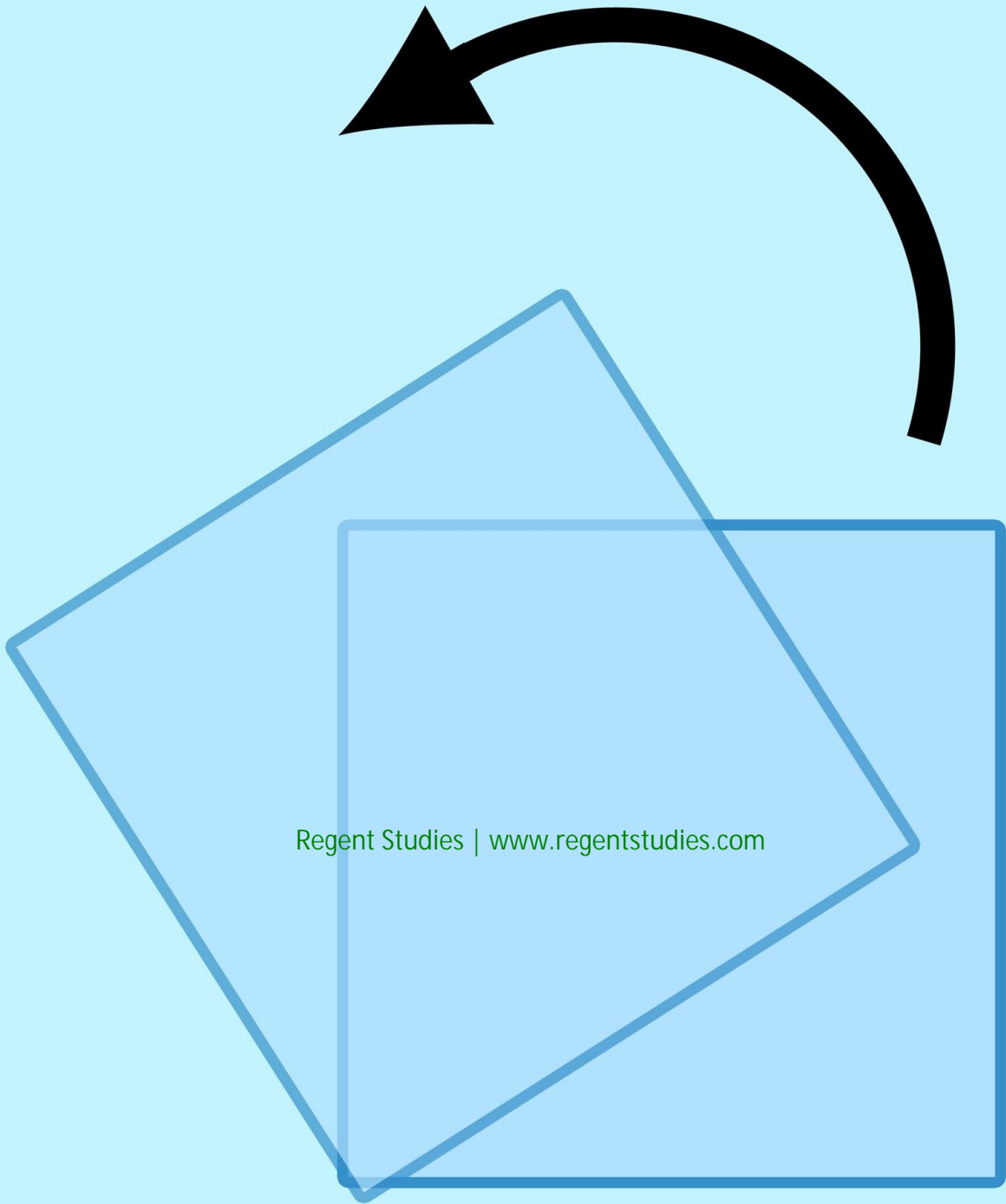


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manipulate



rotate

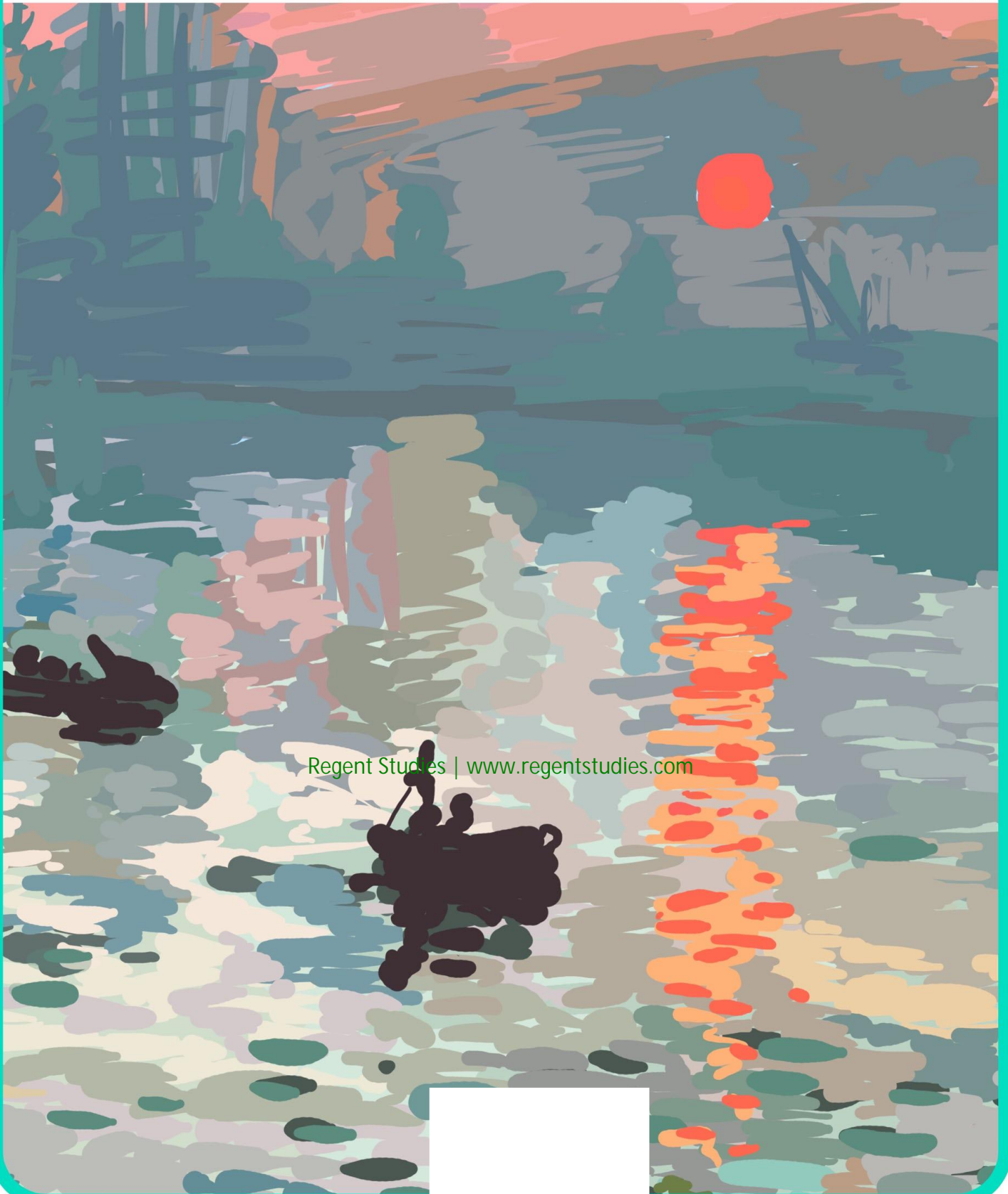


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shade

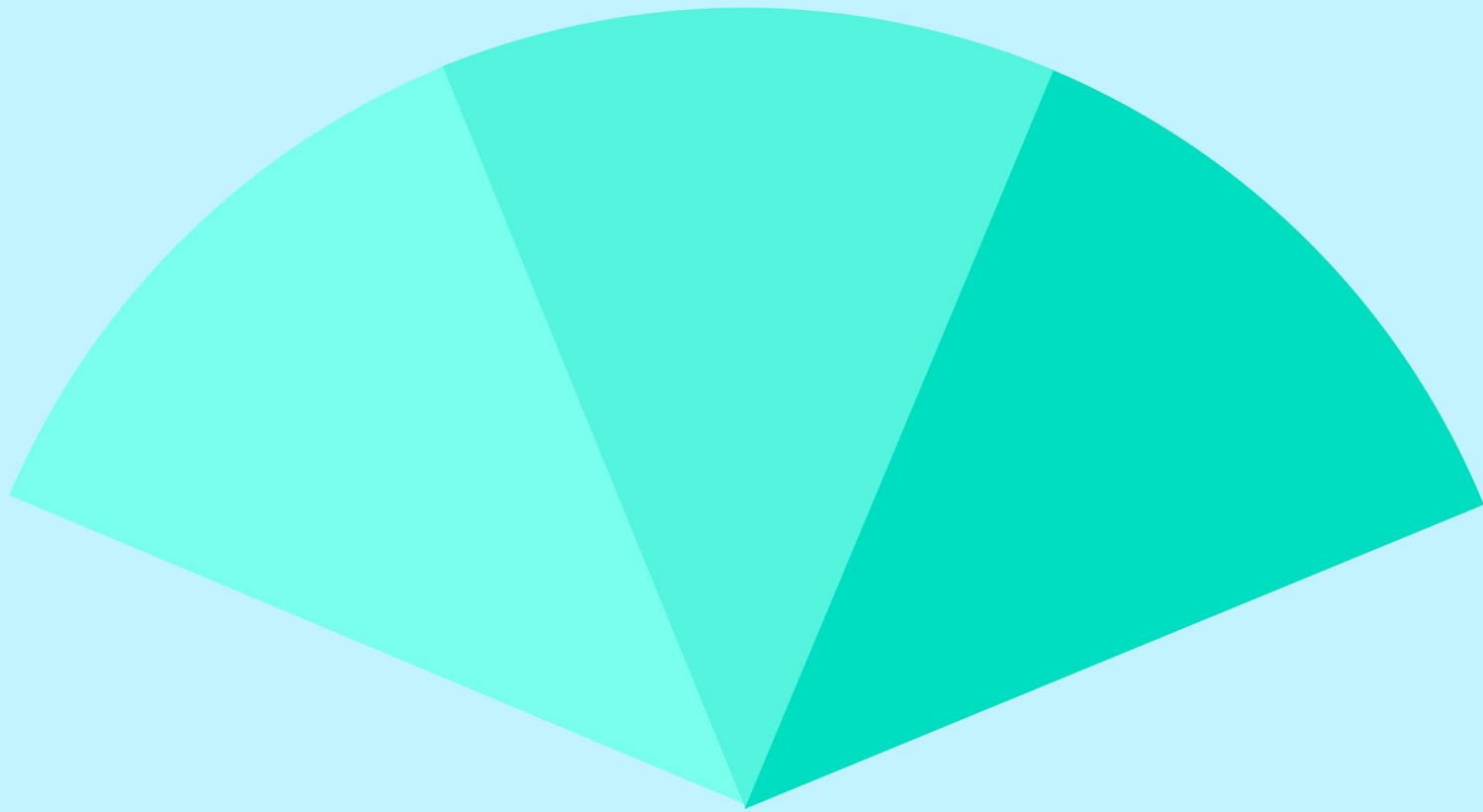
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Impressionism

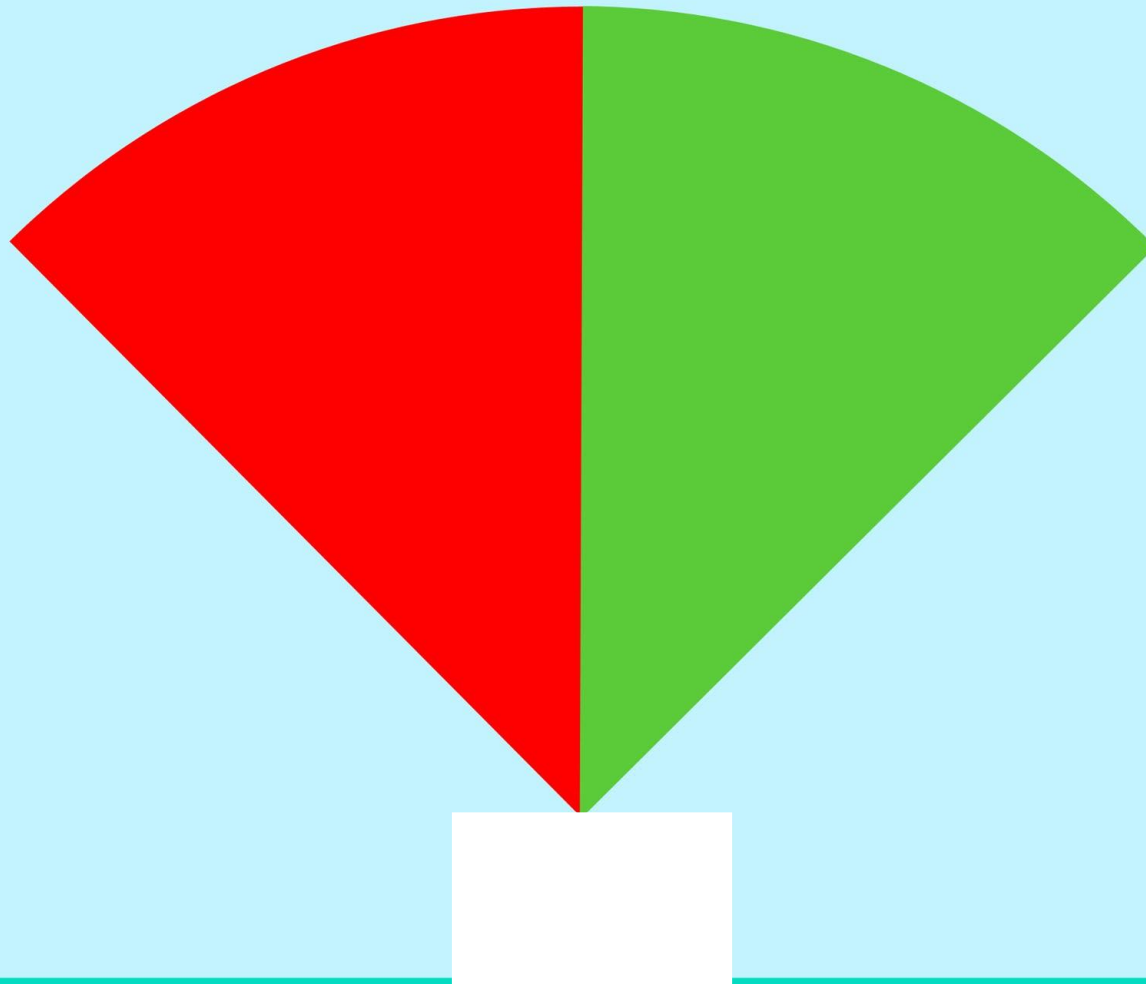


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harmonious



complementary

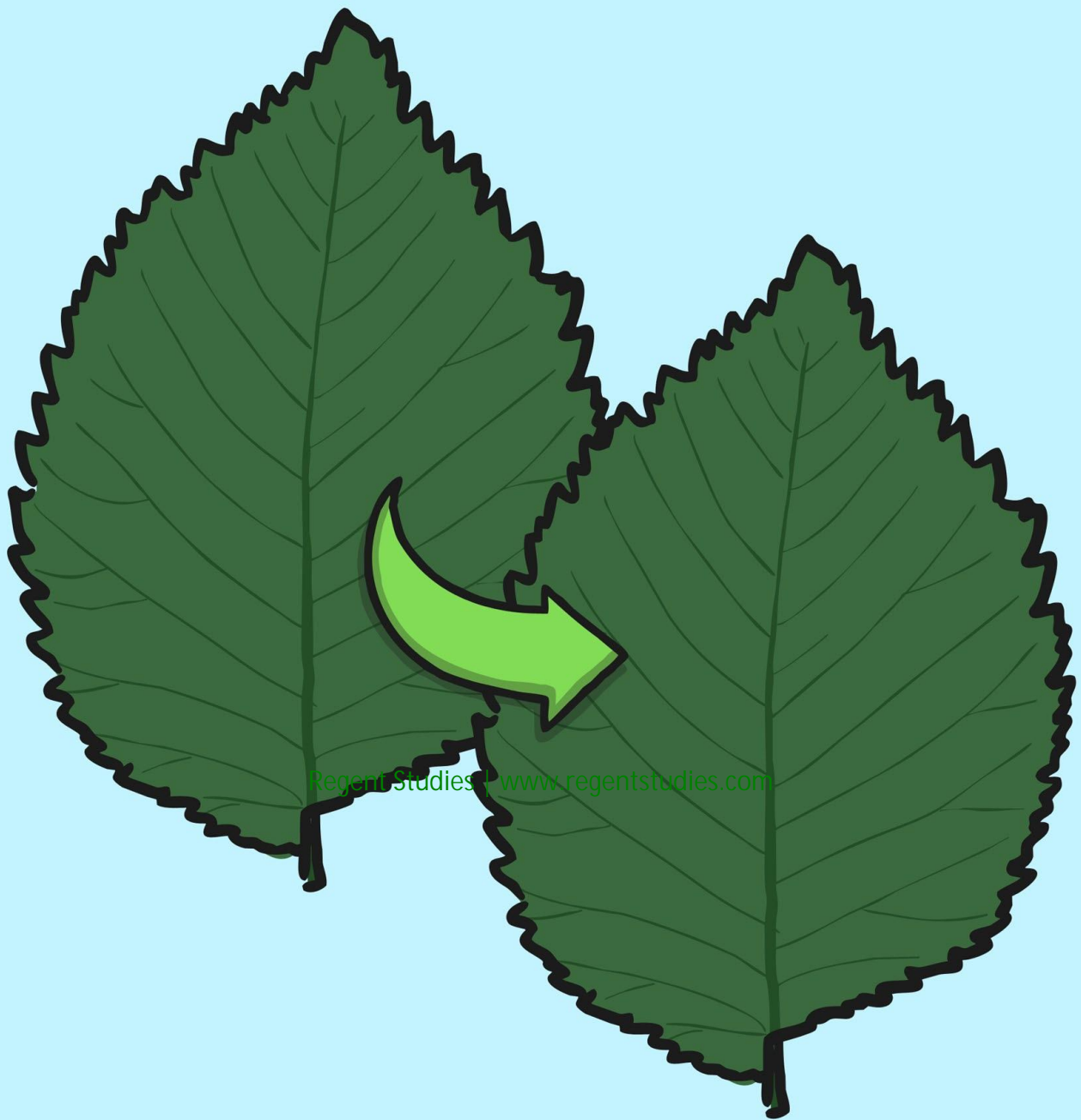


Pop Art



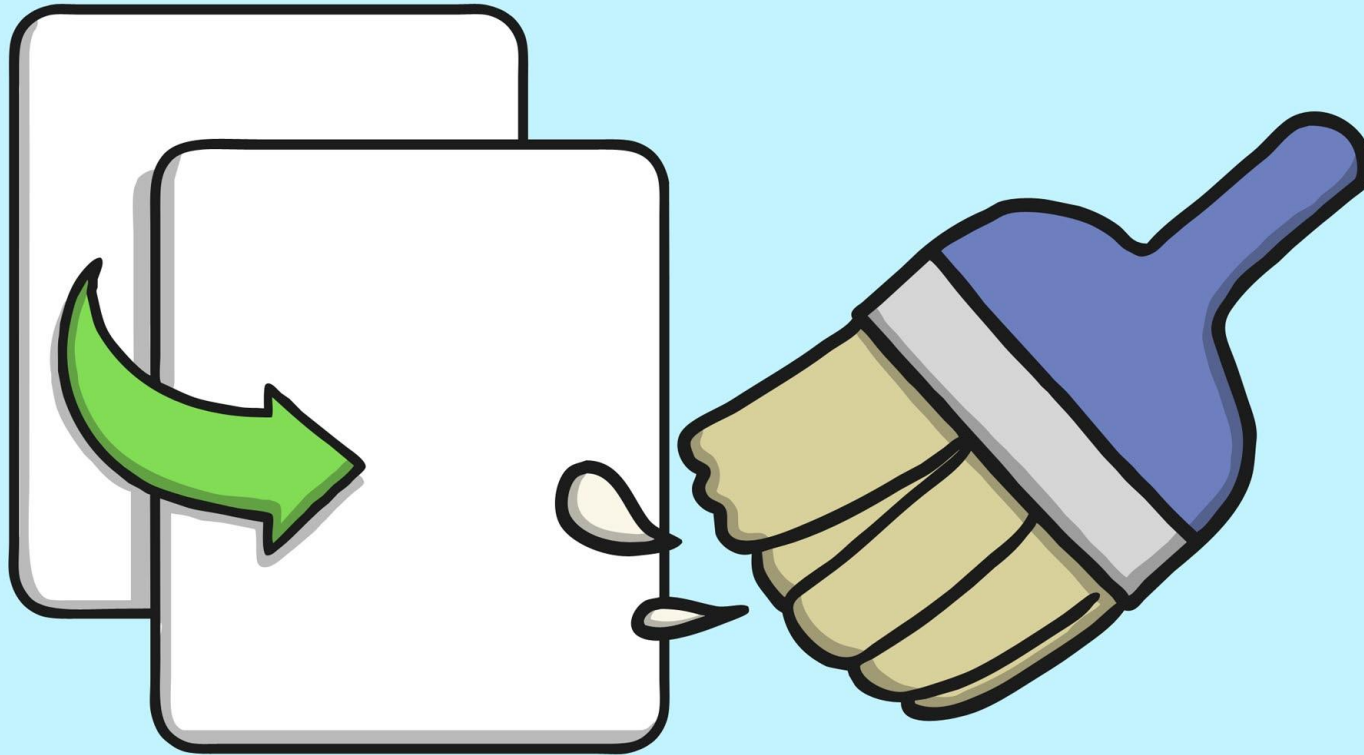
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duplicate



Regent Studies | www.regentstudies.com

Copy and Paste



Computer Art Fact Cards



Computer Art Fact Cards



Computer Art Fact Cards



Computer Art Fact Cards



Digital artists use their skills to produce art in films and computer games.



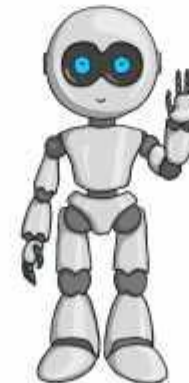
Picasso's full name is: Pablo Diego José Francisco de Paula Juan Nepomuceno María de los Remedios Cipriano de la Santísima Trinidad Mártir Patricio Clito Ruíz y Picasso.



In 1911, Picasso was arrested for stealing the famous painting, The Mona Lisa. (He didn't actually steal it.)



People have designed robots that can actually produce art!



The name 'Pointillism' was first given to this style of art by people who did not like it and were trying to be rude!



Piet Mondrian was a primary school teacher at first.
He painted in his spare time!



Apparently the first word that Pablo Picasso said was 'pencil'!



George Seurat died young.
He was only 31.

The dots used by Seurat are the same technique used to create pictures on the TV and computers!



Computer art is also known as digital art.



Pat Hines is a digital artist who has created amazing pictures using Microsoft Paint.



Hal Lasko, known as Pixel Painter, also used Microsoft Paint to create pictures even though he had problems with his eyesight.



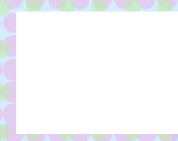
Computer Art

Fact Cards



Computer Art

Fact Cards



Computer Art

Fact Cards



Computer Art

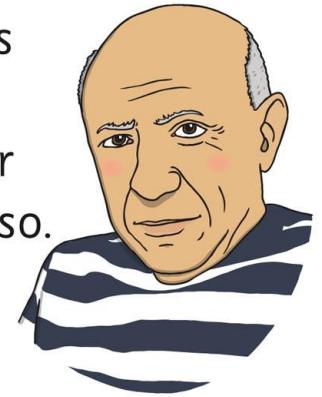
Fact Cards



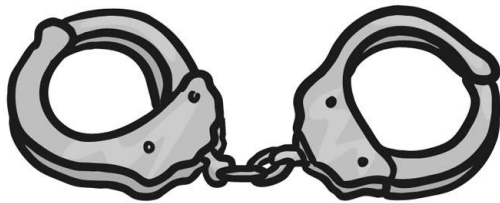
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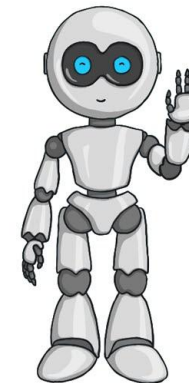
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In 1911, Picasso was arrested for stealing the famous painting, The Mona Lisa. (He didn't actually steal it.)



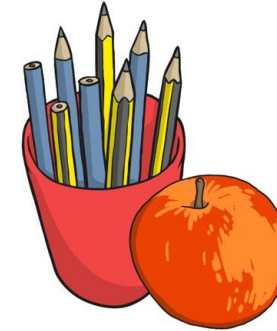
People have designed robots that can actually produce art!



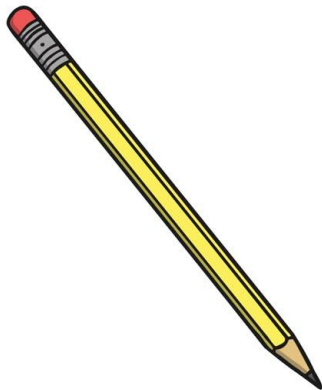
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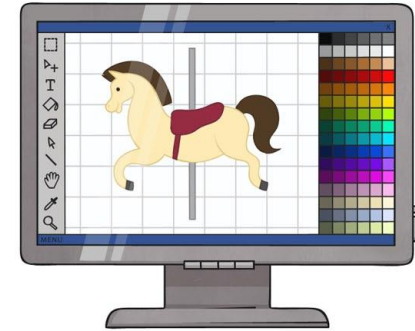


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Insert Text



Insert Text



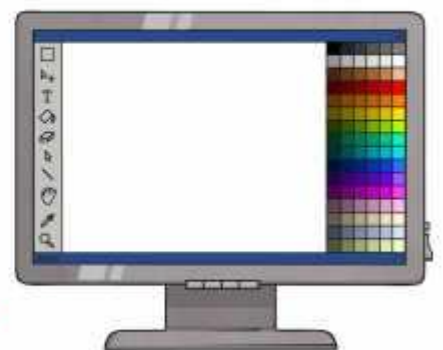
Insert Text



Insert Text

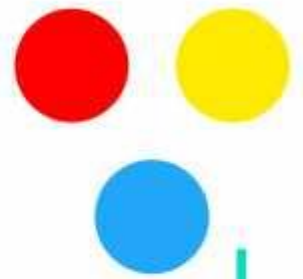


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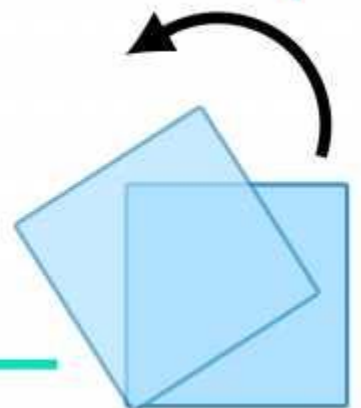


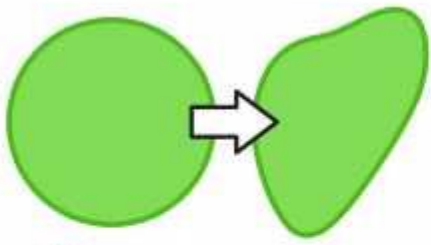
Insert Text



Insert Text

Insert Text





Insert Text

Insert Text



A large rectangular area containing 24 horizontal black lines for writing, enclosed within a teal border.



A small rectangular area containing four horizontal black lines for writing.

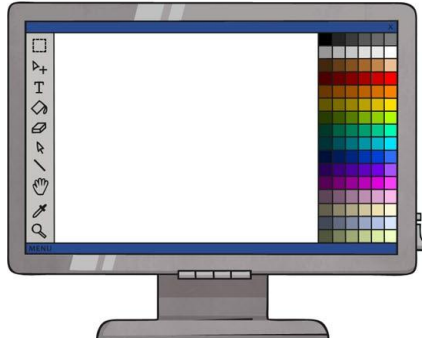
Lined writing area for notes, consisting of 25 horizontal black lines within a teal border.



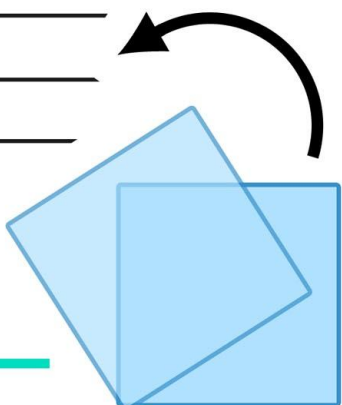
Four horizontal black lines for additional notes.

A large rectangular area enclosed by a teal border, containing 30 horizontal black lines for writing.

Three horizontal black lines for writing, located at the bottom left of the page.

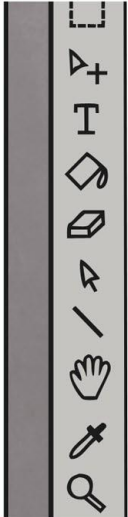


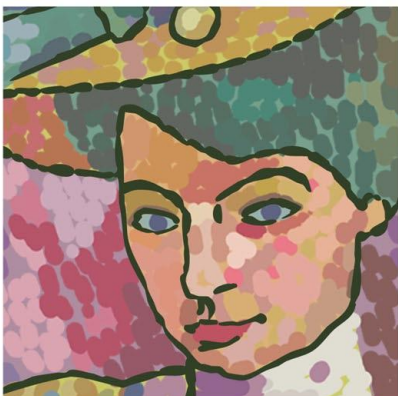
Lined writing area with 25 horizontal lines.



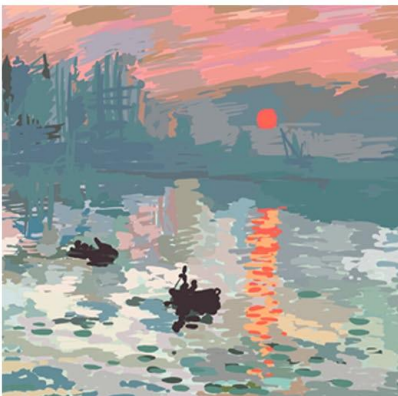
Lined writing area with 20 horizontal lines.

Lined writing area with 7 horizontal lines.

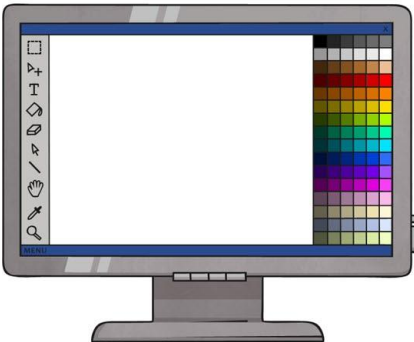


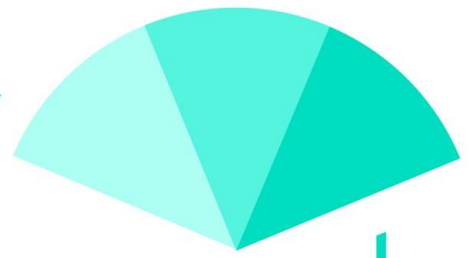


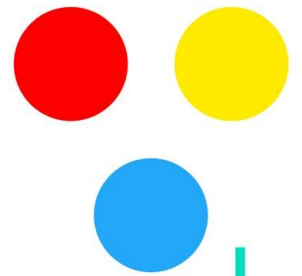


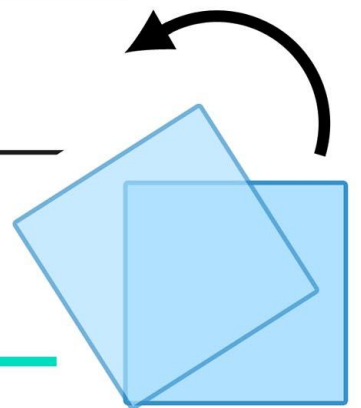


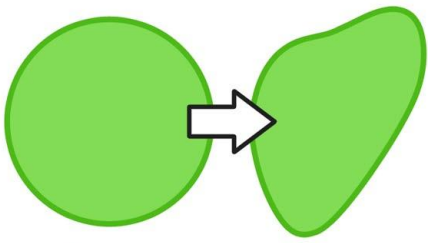




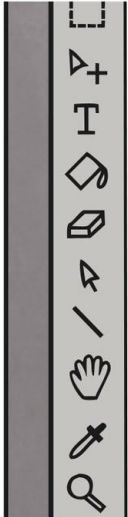




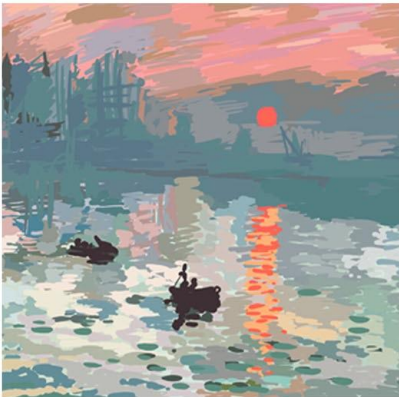


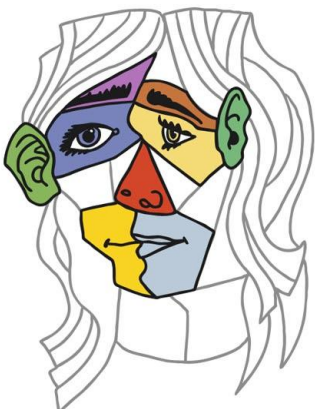


Blank writing area with a teal border and six horizontal lines for text.

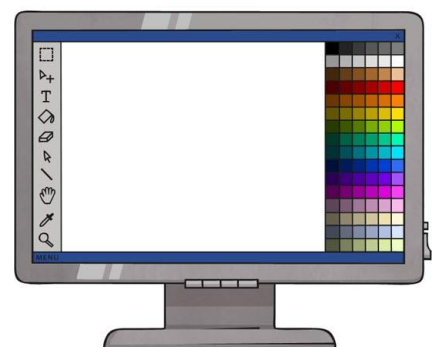


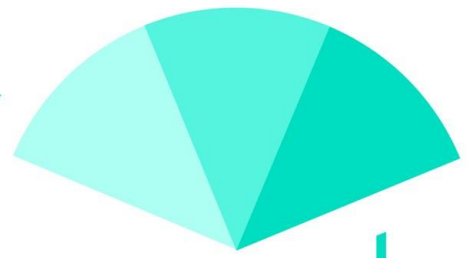


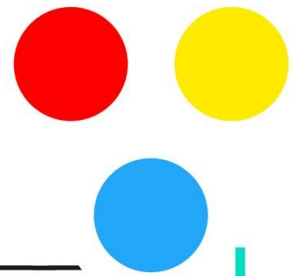




A large rectangular area enclosed by a teal border, containing 15 horizontal black lines for writing or drawing.

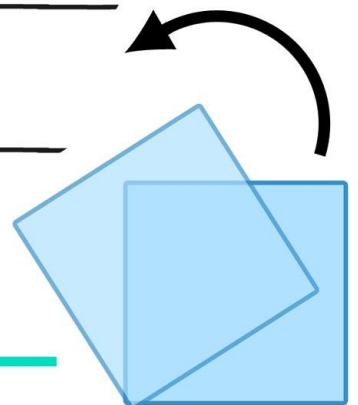




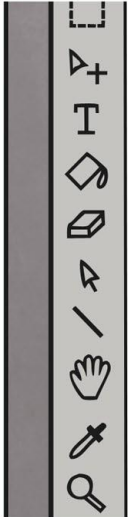


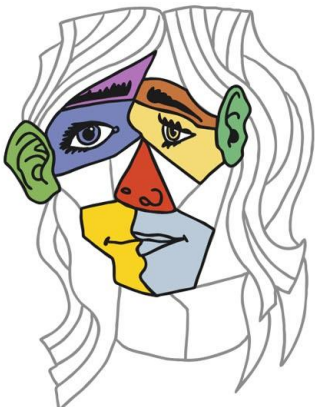
A series of 15 horizontal black lines, evenly spaced, intended for writing or drawing. The lines are contained within a teal border that frames the page.

A series of 18 horizontal black lines for writing, contained within a teal border.

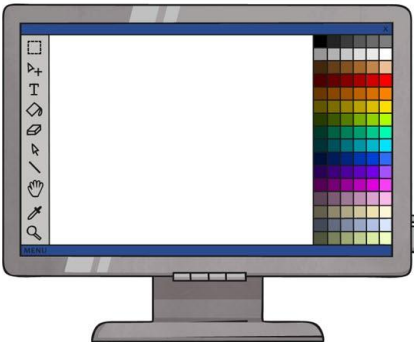


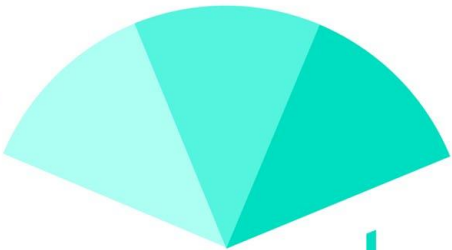
Blank lined writing area with 15 horizontal lines.



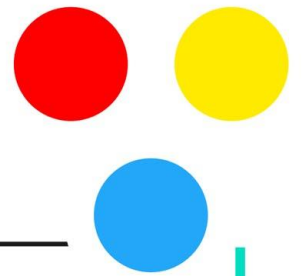


A large rectangular area enclosed by a teal border, containing 25 horizontal black lines for writing.



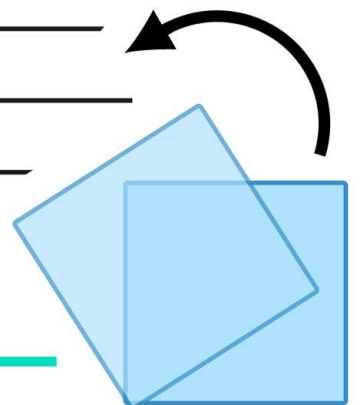


A series of 22 horizontal black lines for writing, arranged in a column within a teal-bordered frame.

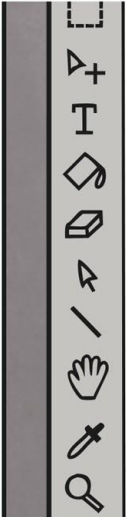


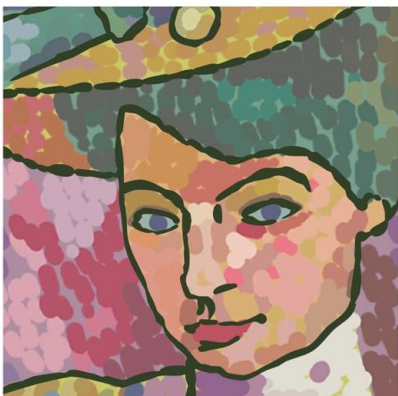
A series of 25 horizontal black lines, evenly spaced, intended for writing or drawing. The lines are contained within a light blue border that frames the page.

Lined writing area with 25 horizontal lines.

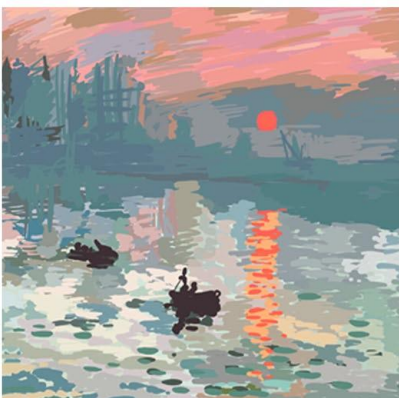


Lined writing area consisting of 28 horizontal black lines.

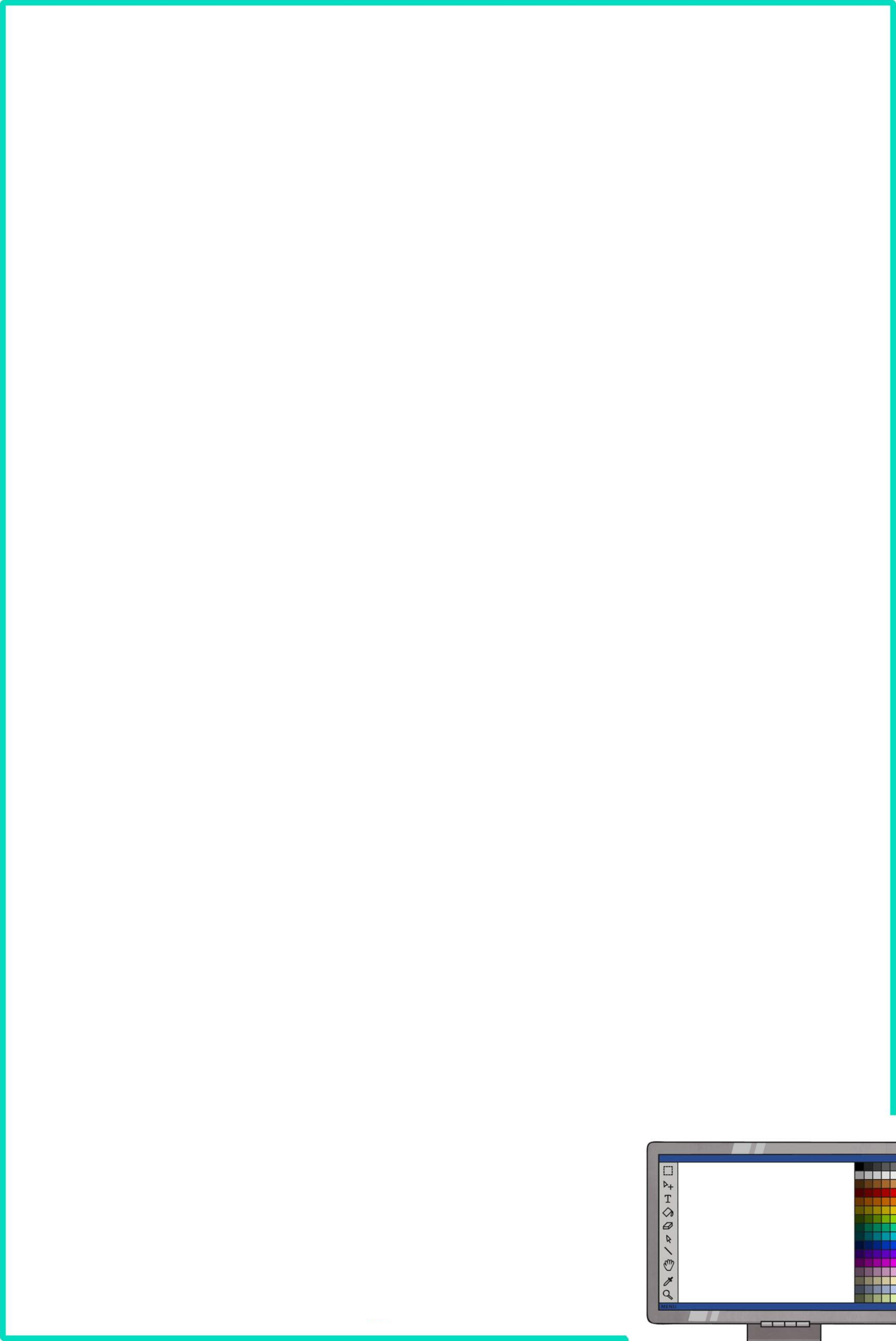


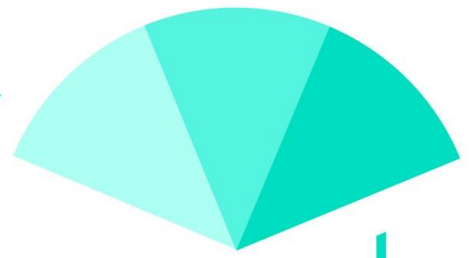


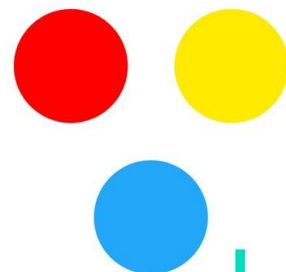


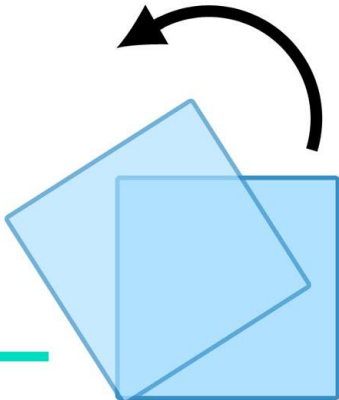
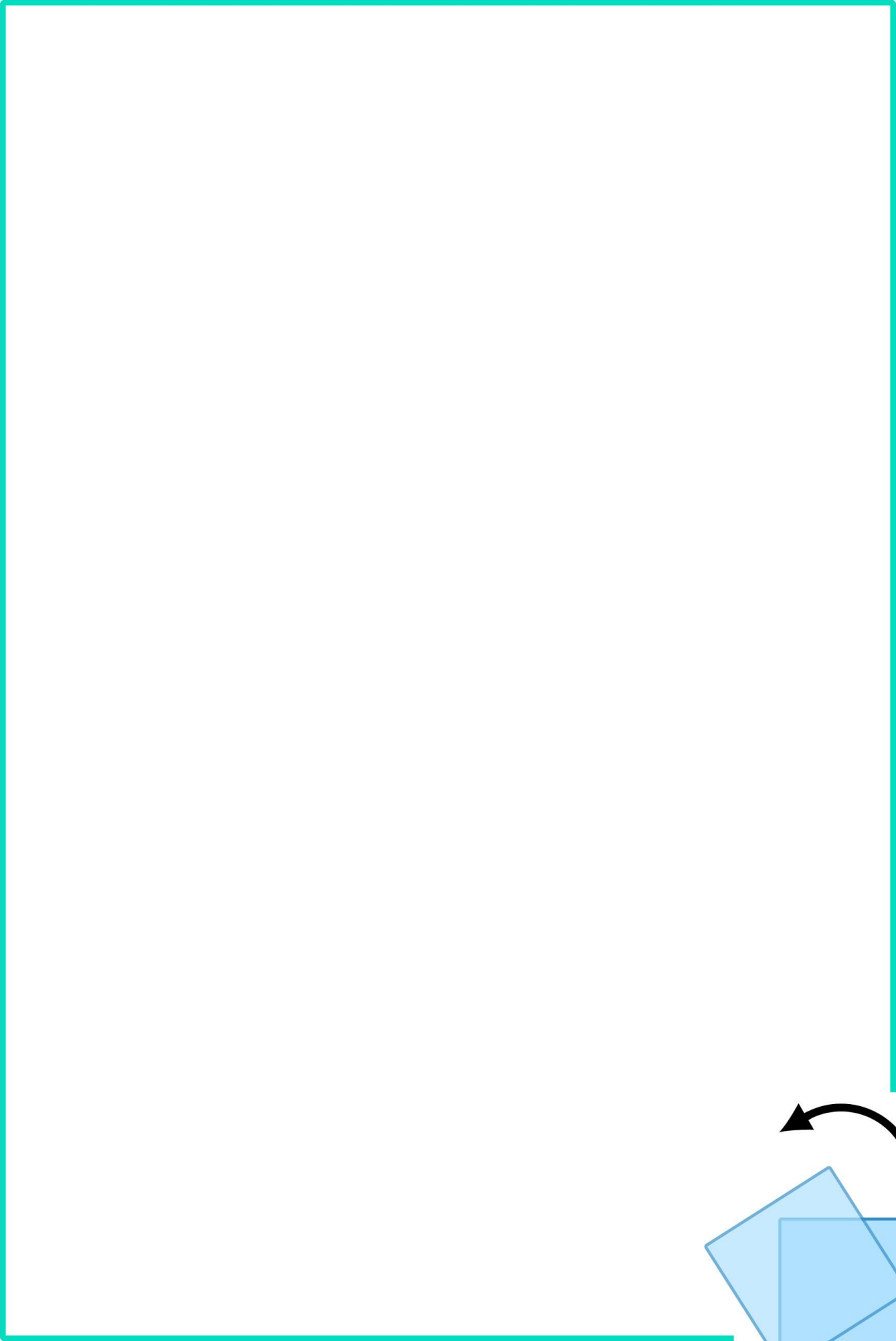


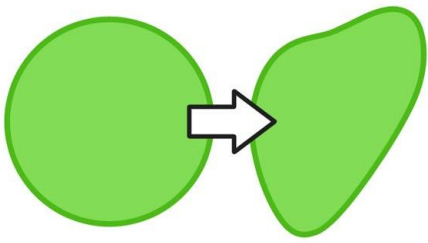


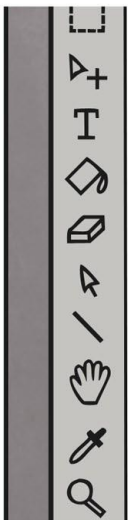








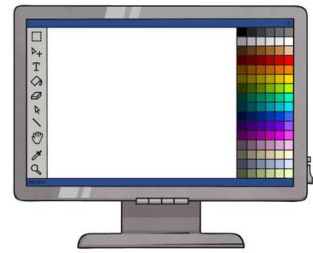




Pointillism



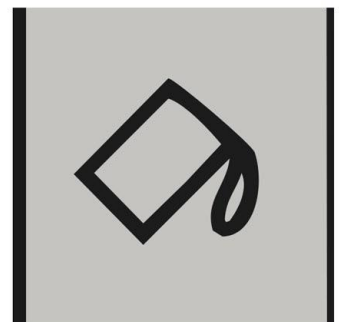
program



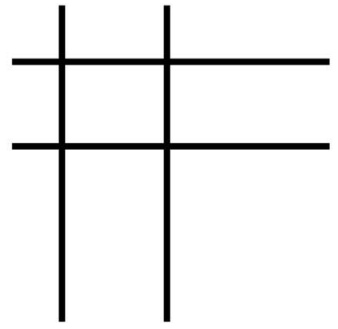
tool



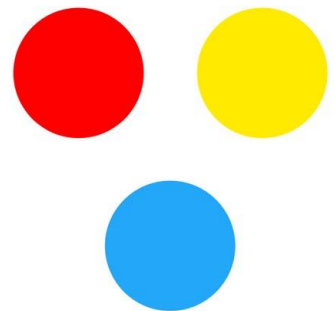
fill



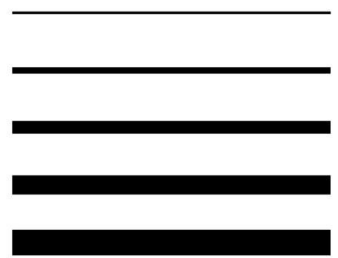
straight lines



*primary
colours*



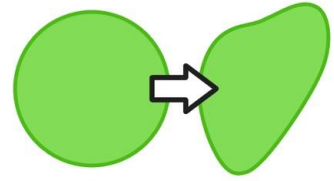
weight



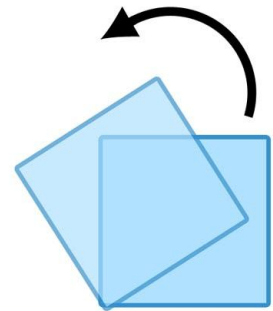
Cubism



manipulate



rotate



shade



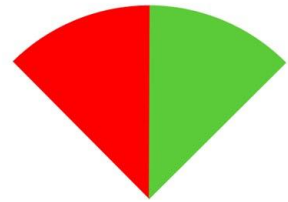
Impressionism



harmonious



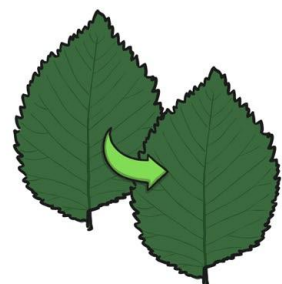
complementary



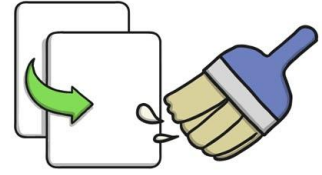
Pop Art



duplicate



Copy and
Paste



selective

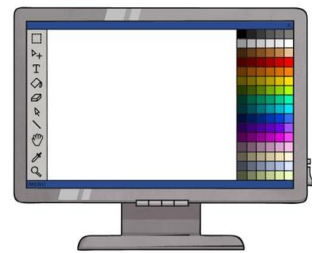
combination

review

Pointillism



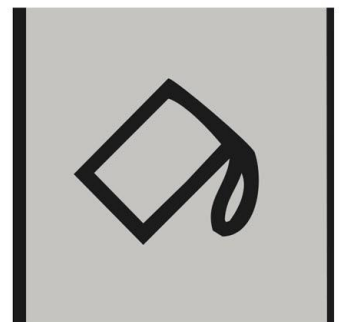
program



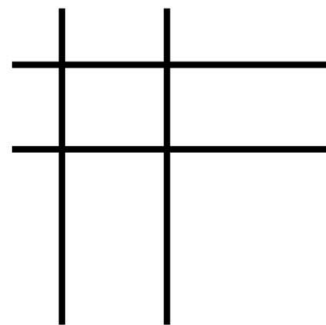
tool



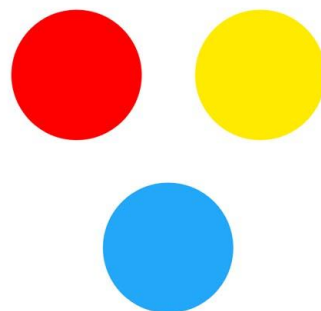
fill



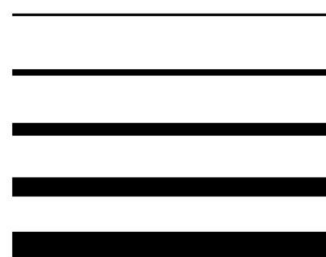
straight lines



*primary
colours*



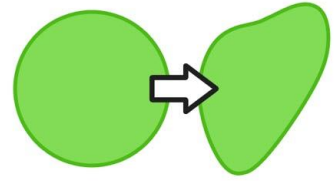
weight



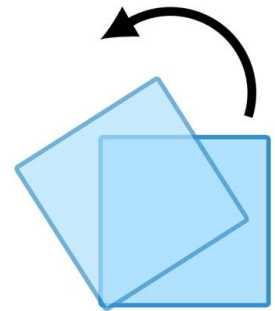
Cubism



manipulate



rotate



shade



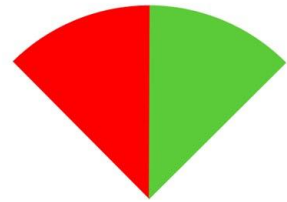
Impressionism



harmonious



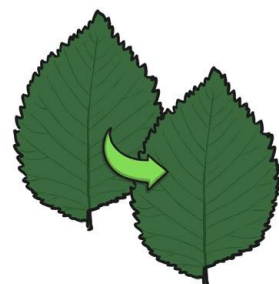
complementary



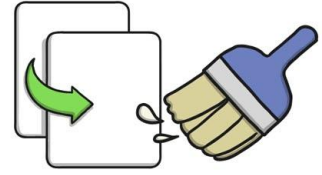
Pop Art



duplicate



Copy and
Paste

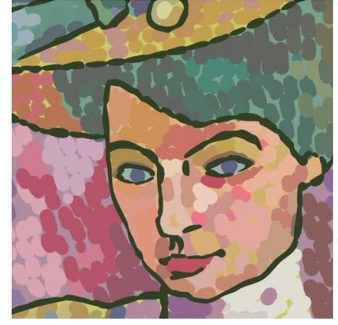


selective

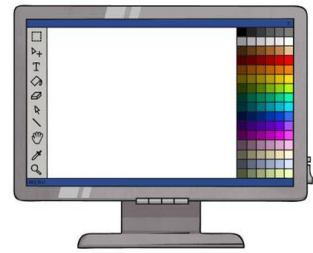
combination

review

Pointillism



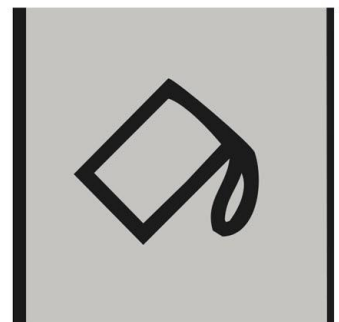
program



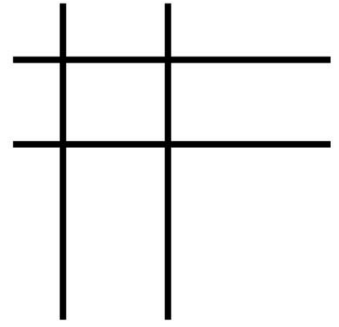
tool



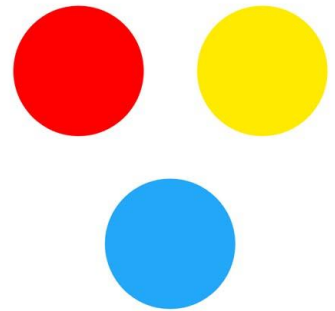
fill



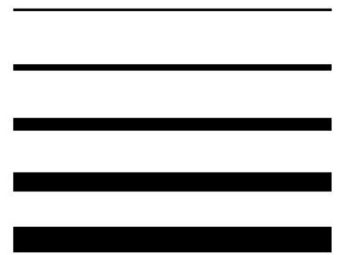
straight lines



primary
colours



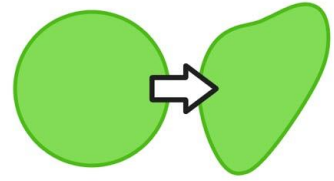
weight



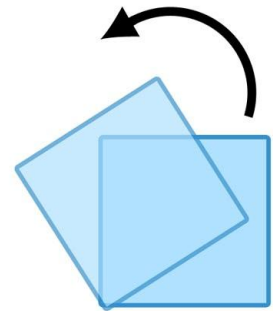
Cubism



manipulate



rotate



shade



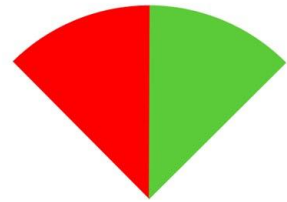
Impressionism



harmonious



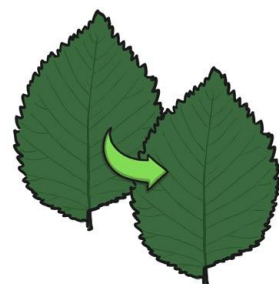
complementary



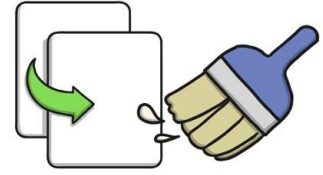
Pop Art



duplicate



Copy and Paste



selective

combination

review

Computer Art



Pointillism



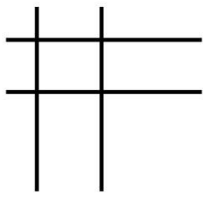
program



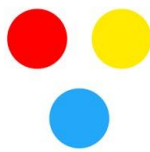
tool



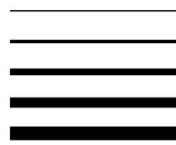
fill



straight lines



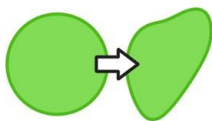
primary colours



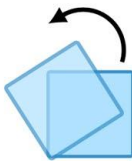
weight



Cubism



manipulate



rotate



shade



Impressionism



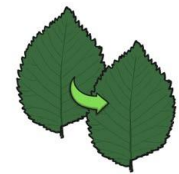
harmonious



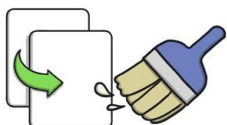
complementary



Pop Art



duplicate



Copy and Paste

selective

combination

review

Computer Art



Pointillism



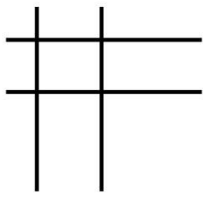
program



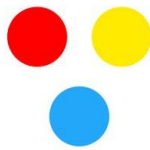
tool



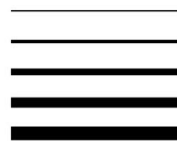
fill



straight lines



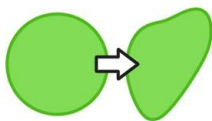
primary colours



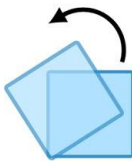
weight



Cubism



manipulate



rotate



shade



Impressionism



harmonious



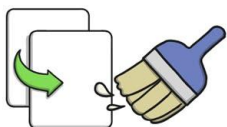
complementary



Pop Art



duplicate



Copy and Paste

selective

combination

review

Computer Art



Pointillism



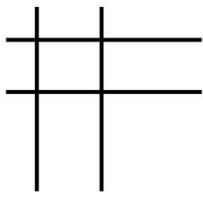
program



tool



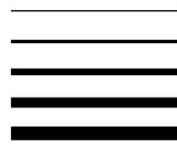
fill



straight lines



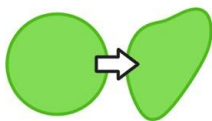
primary colours



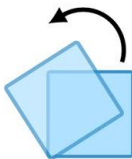
weight



Cubism



manipulate



rotate



shade



Impressionism



harmonious



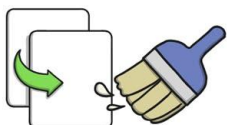
complementary



Pop Art



duplicate



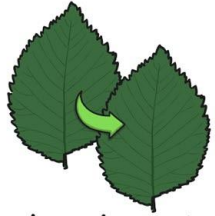
Copy and Paste

selective

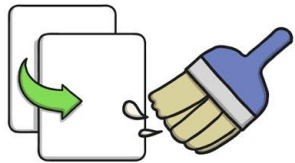
combination

review

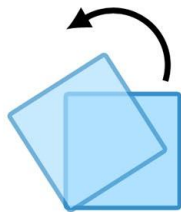
Computer Art



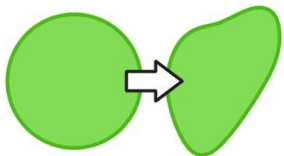
duplicate



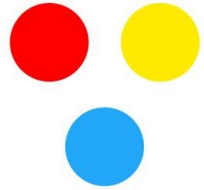
Copy and Paste



rotate



manipulate



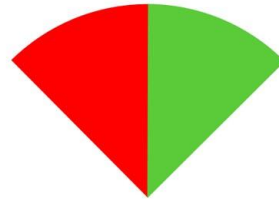
primary colours



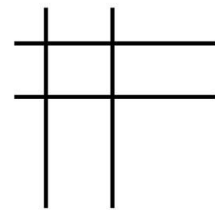
shade



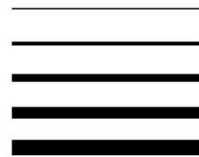
harmonious



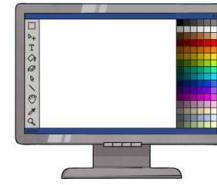
complementary



straight lines



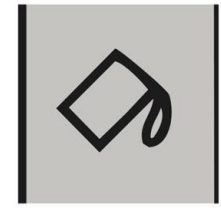
weight



program



tool



fill



Pointillism



Cubism

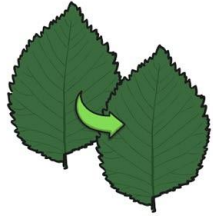


Pop Art

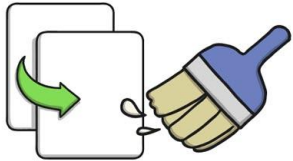


Impressionism

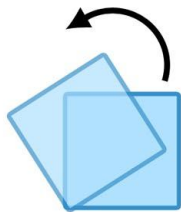
Computer Art



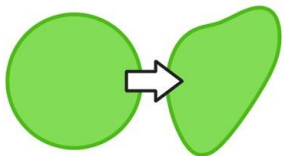
duplicate



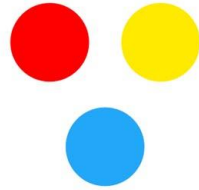
Copy and Paste



rotate



manipulate



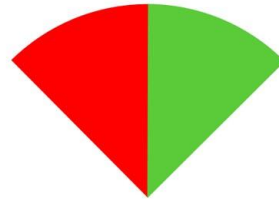
primary colours



shade



harmonious



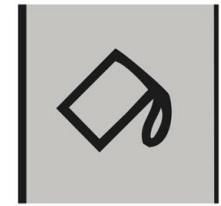
complementary



program



tool



fill



Pointillism



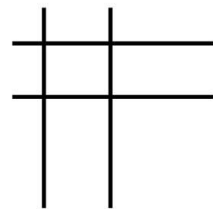
Cubism



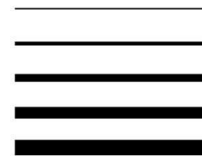
Pop Art



Impressionism

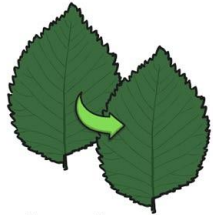


straight lines

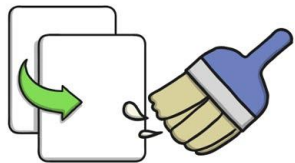


weight

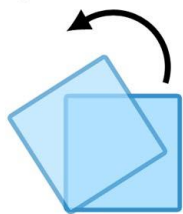
Computer Art



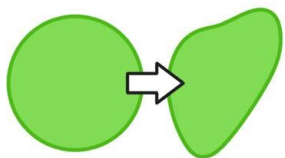
duplicate



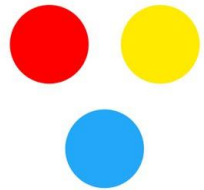
Copy and Paste



rotate



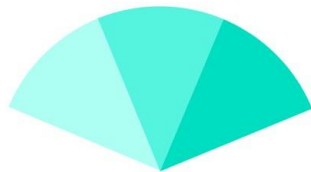
manipulate



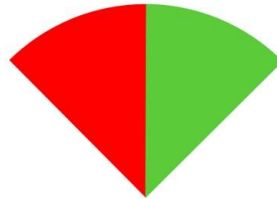
primary colours



shade



harmonious



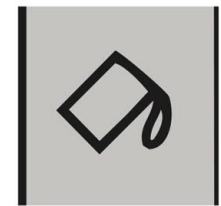
complementary



program



tool



fill



Pointillism



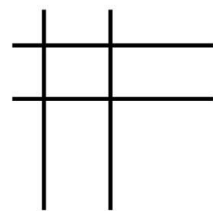
Cubism



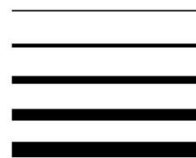
Pop Art



Impressionism



straight lines



weight

Computer Art

m w a k r l d o c y u h
r e v i e w u o u p i a
n i v b t b p t b f j r
n g g t o o l g i s u m
b h r t a s i c s h t o
m t b i y m c n m a h n
x p r o g r a m p d h i
d c z a r o t a t e f o
g f g r a h e d l k i u
s e l e c t i v e v l s
h q b o p n h g x c l d
p o i n t i l l i s m n

pointillism
weight
harmonious
selective
program
review

tool
rotate
duplicate
fill
shade
word

Computer Art

m w a k r l d o c y u h
r e v i e w u o u p i a
n i v b t b p t b f j r
n g g t o o t g i s u m
b h r t a s i c s h t o
m t b i y m c n m a h n
x p r o g r a m p d h i
d c z a r o t a t e f o
g f g r a h e d l k i u
s e l e c t i v e v l s
h q b o p n h g x c l d
p o i n t i l l i s m n

pointillism

weight

harmonious

selective

program

review

tool

rotate

duplicate

fill

shade

word

Computer Art

r o t a t e p x a
h j o s z c r f s
l k o o p v o i h
p g l r o f g l a
a q o e p p r l d
d u p l i c a t e
w e i g h t m b m
x c z u m a r t i
s e l e c t i v e

rotate
tool
duplicate
shade
pop

fill
weight
program
selective
art

Computer Art

r o t a t e p x a

h j o s z c r f s

l k o o p v o i h

p g l r o f g l a

a q o e p p r l d

d u p l i c a t e

w e i g h t m b m

x c z u m a r t i

s e l e c t i v e

rotate
tool
duplicate
shade
pop

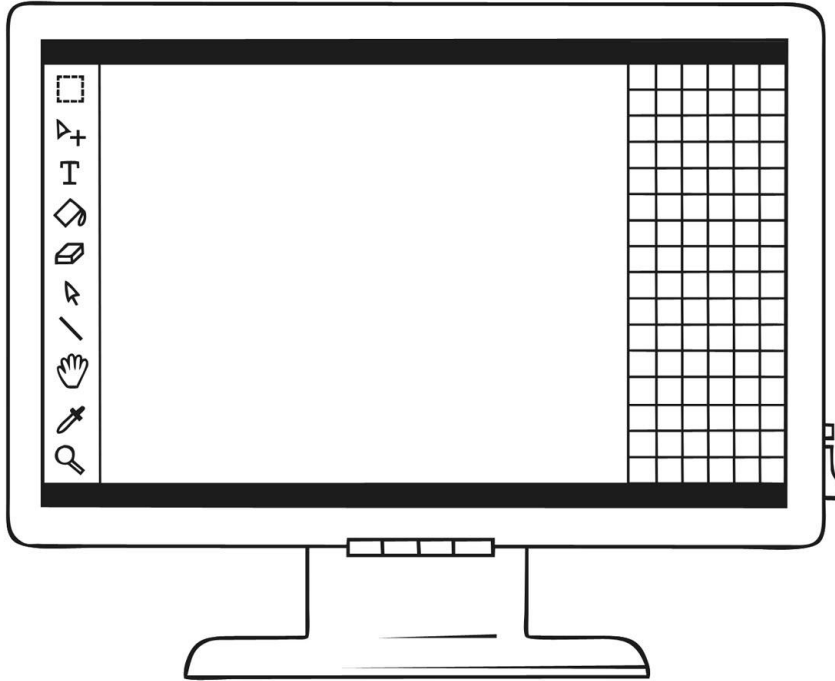
fill
weight
program
selective
art

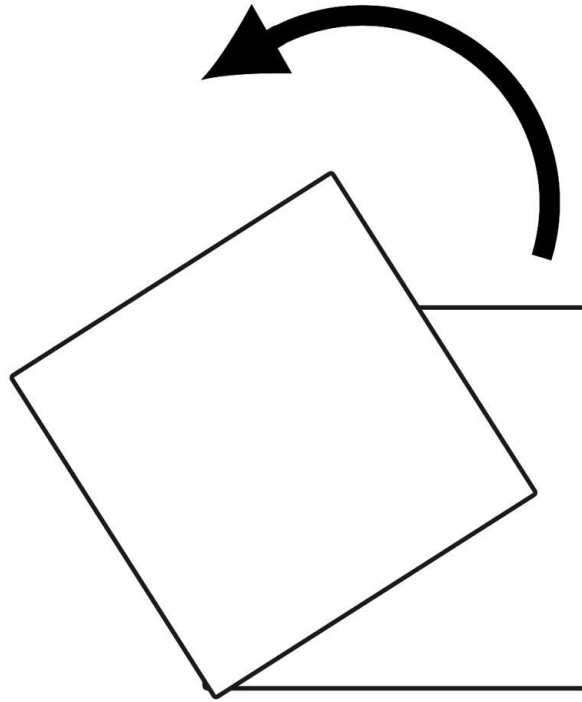


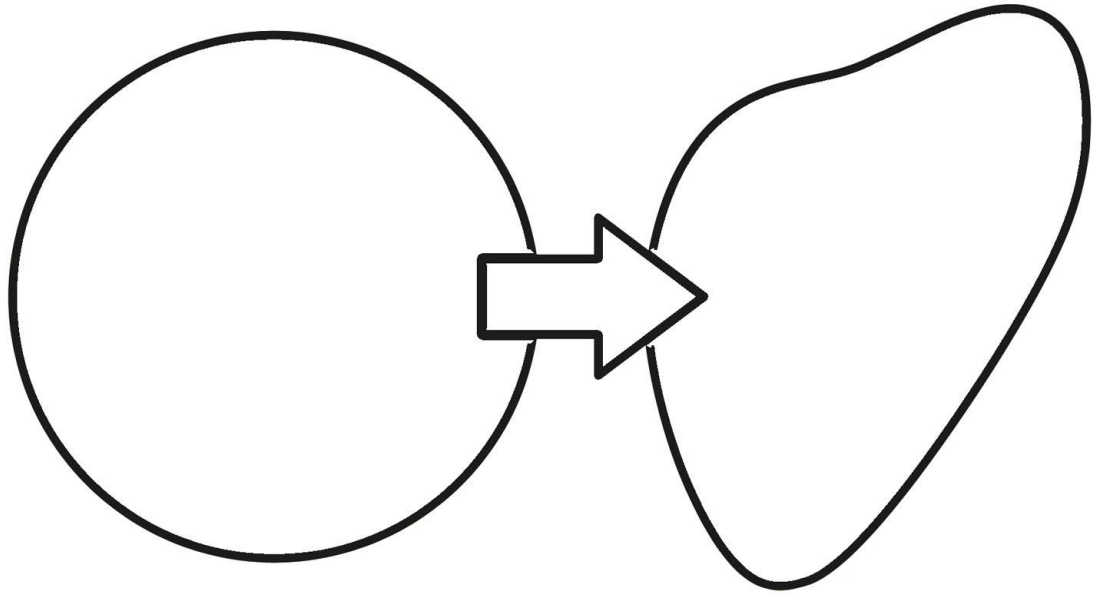






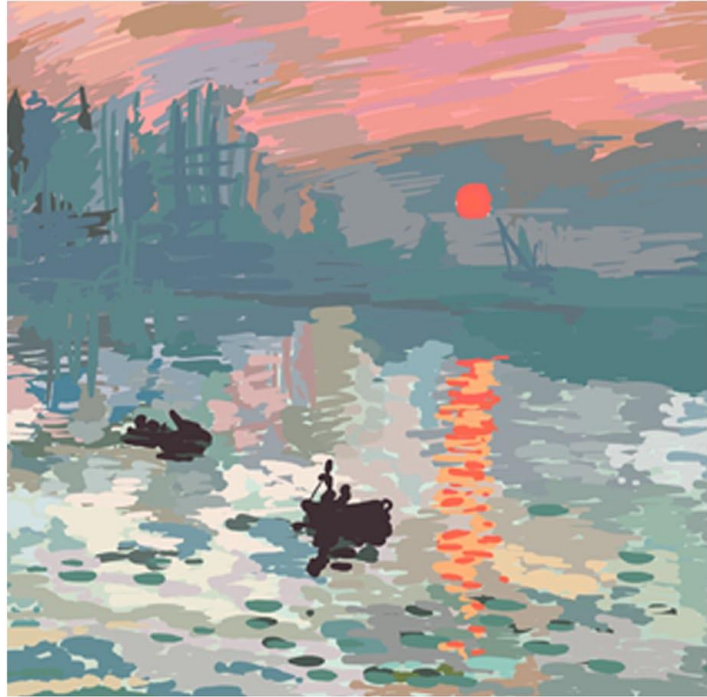


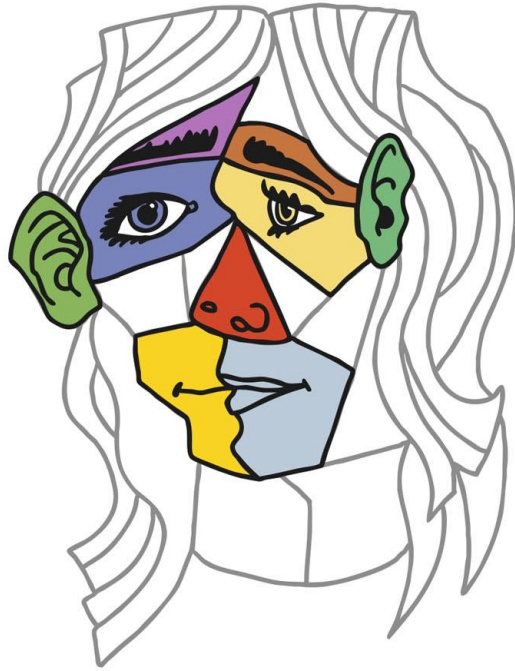


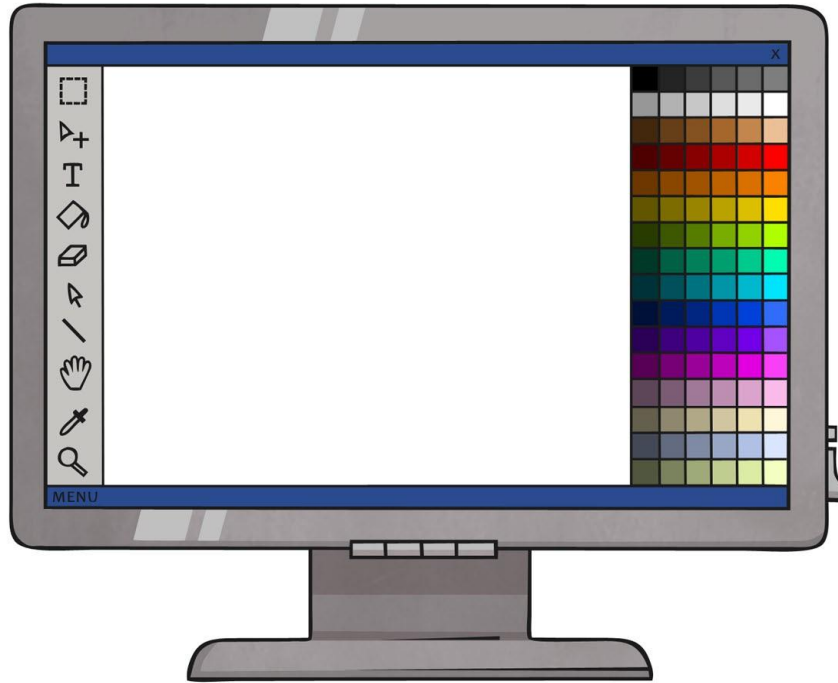


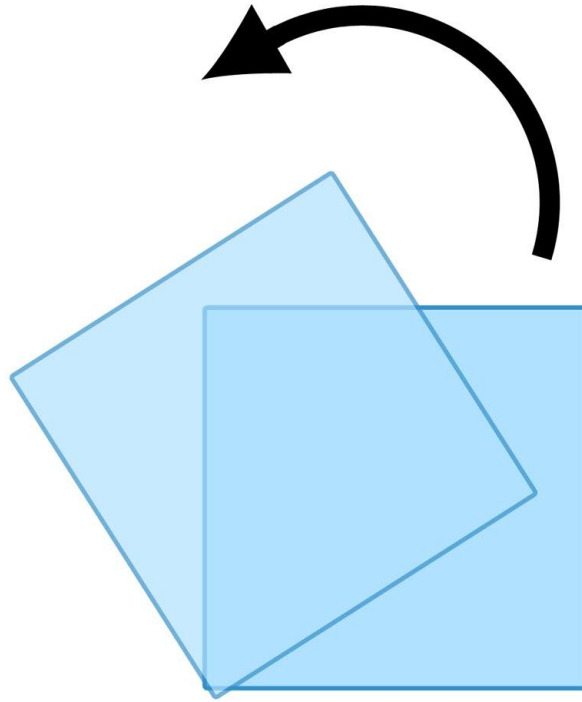


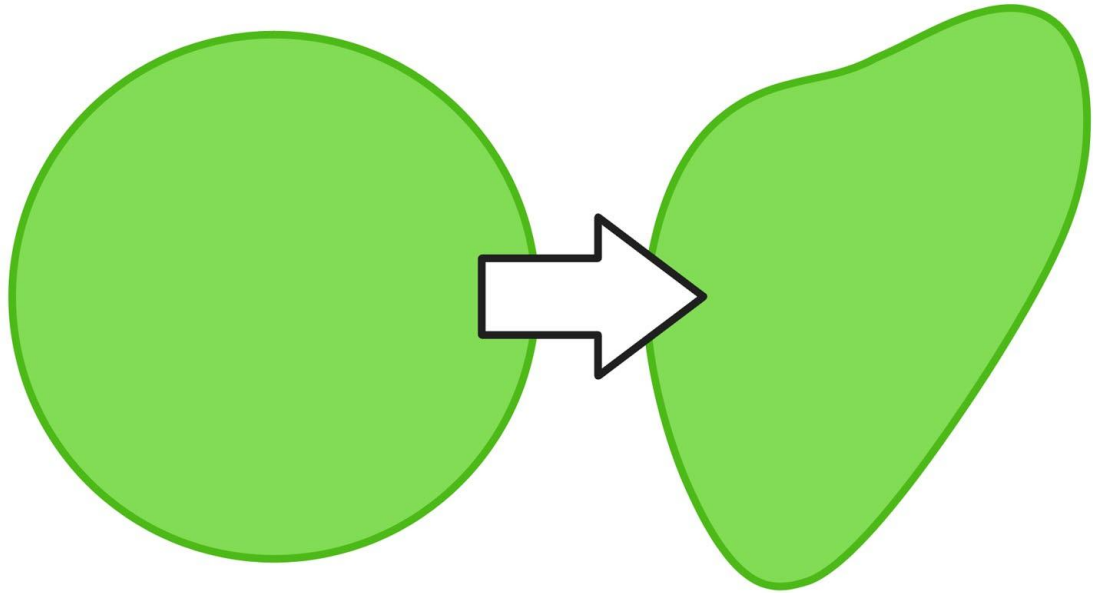














Insert Text



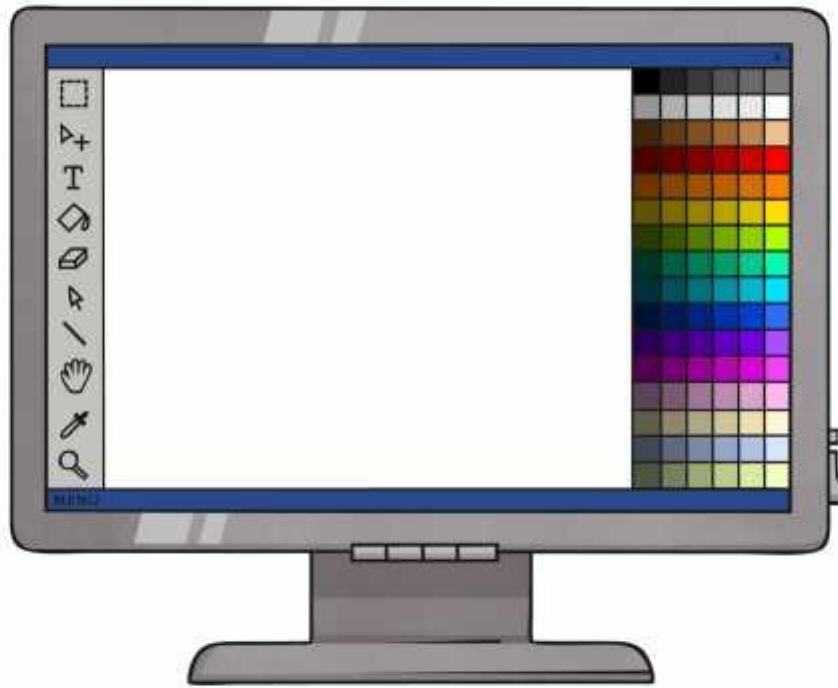
Insert Text



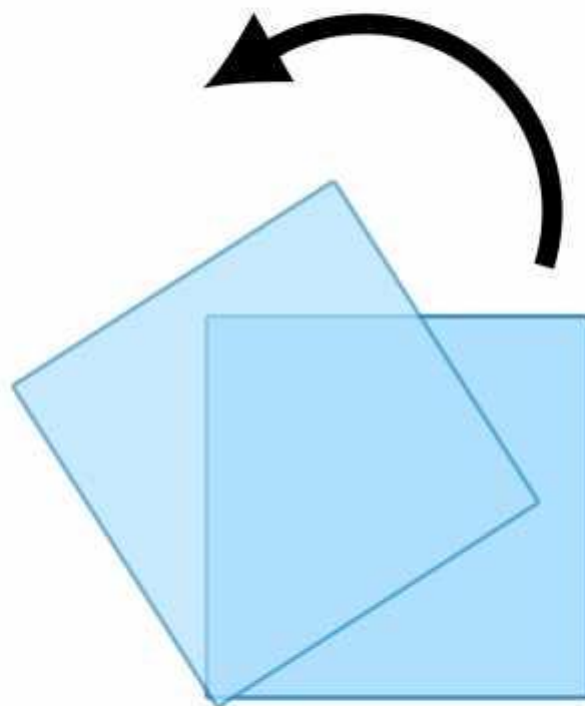
Insert Text



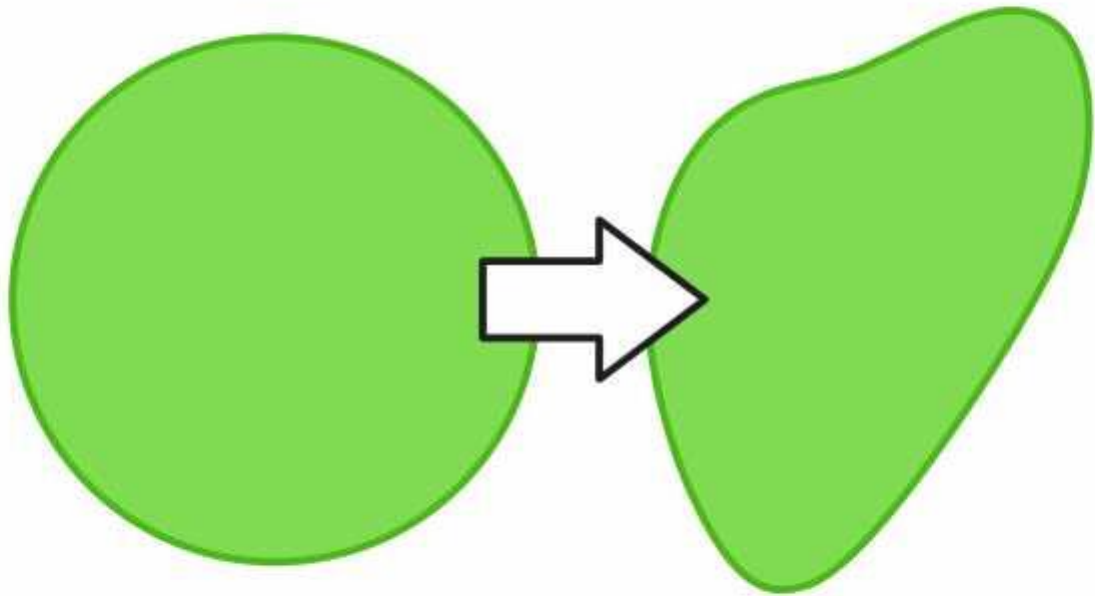
Insert Text



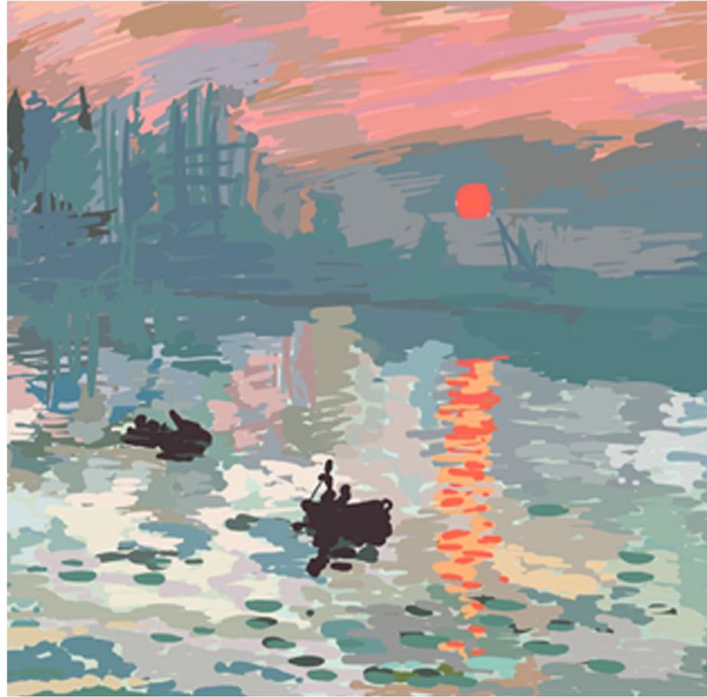
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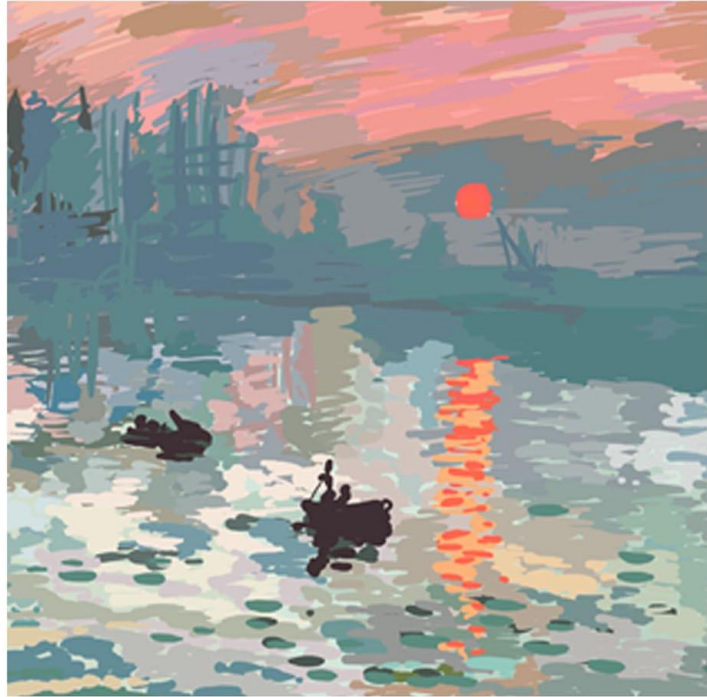


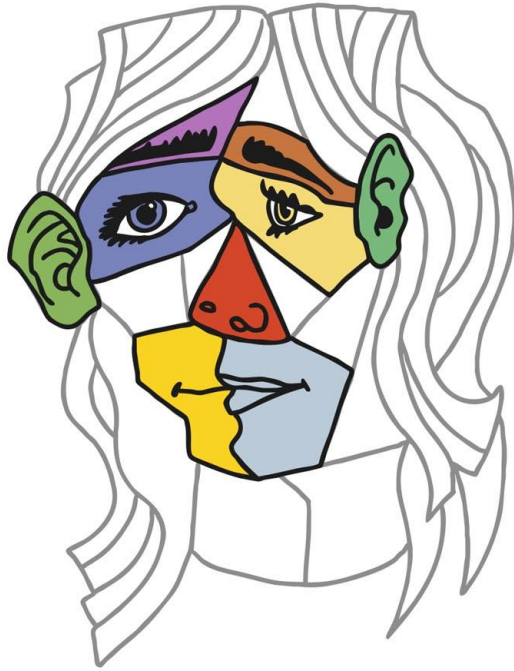
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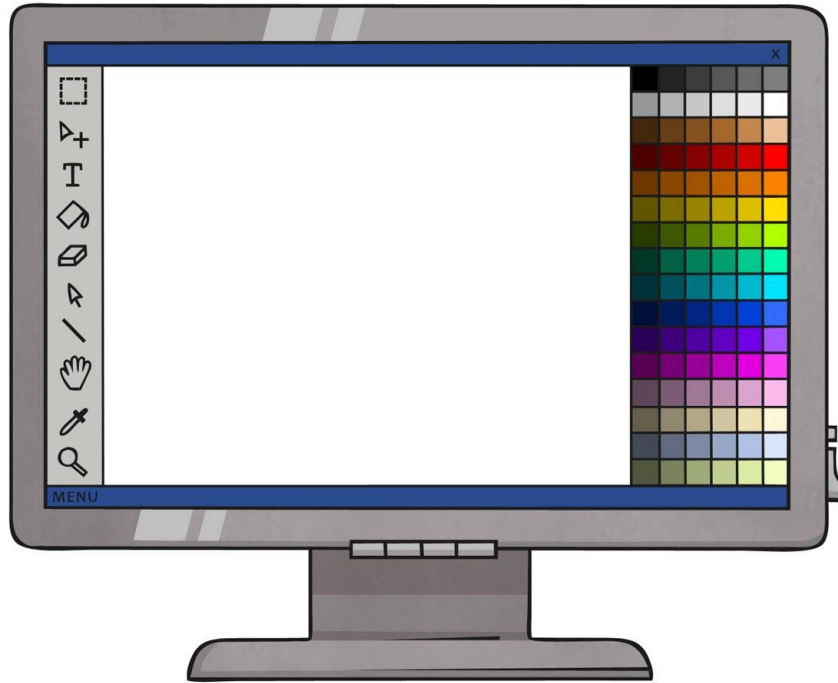


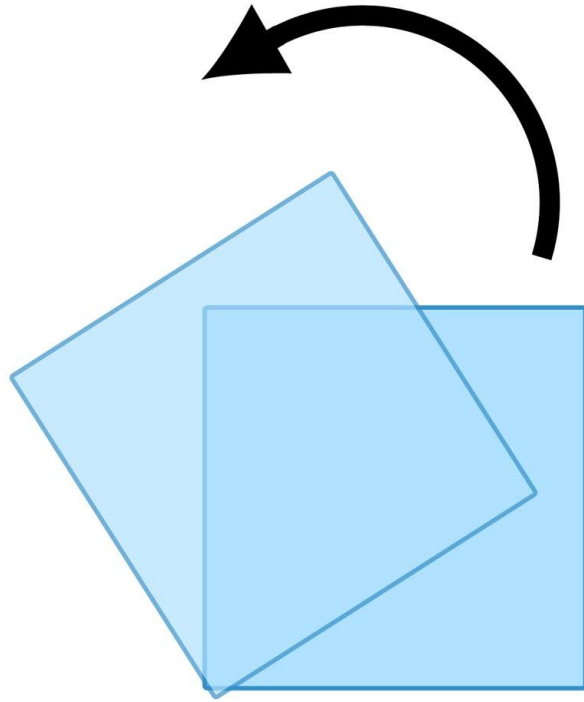


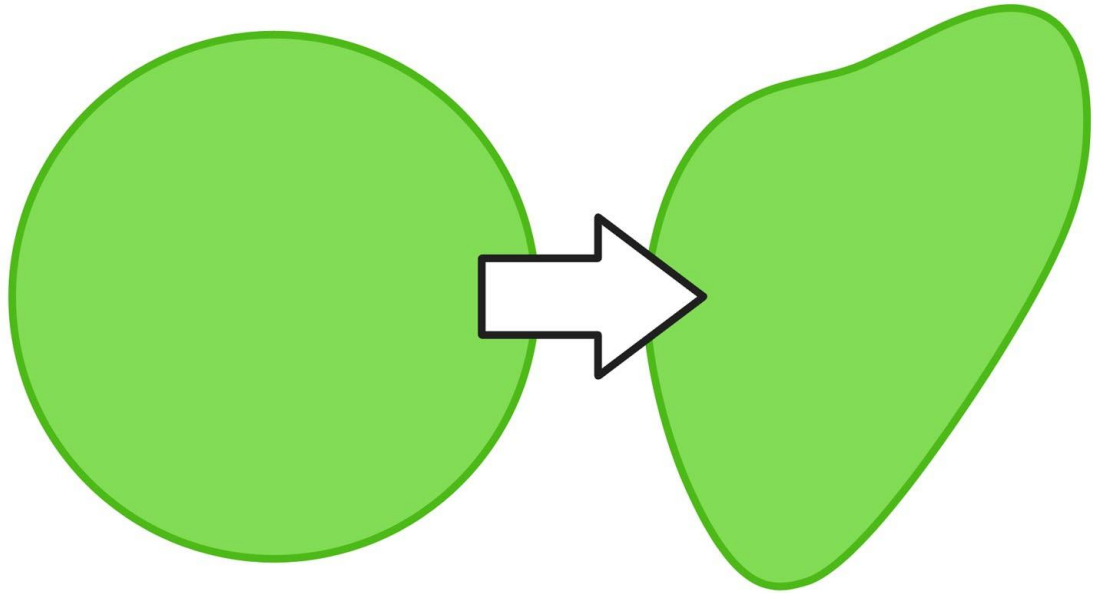






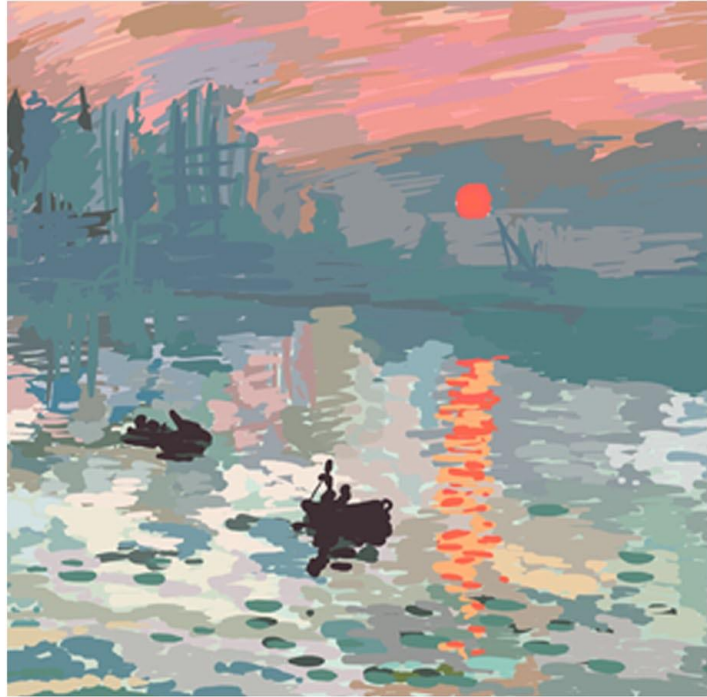


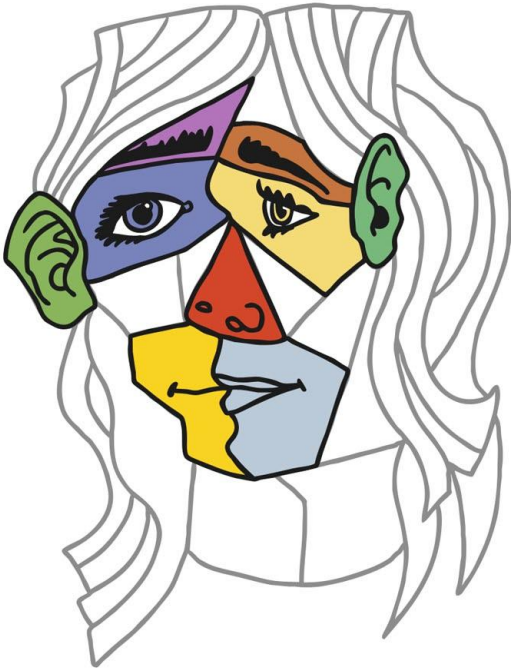


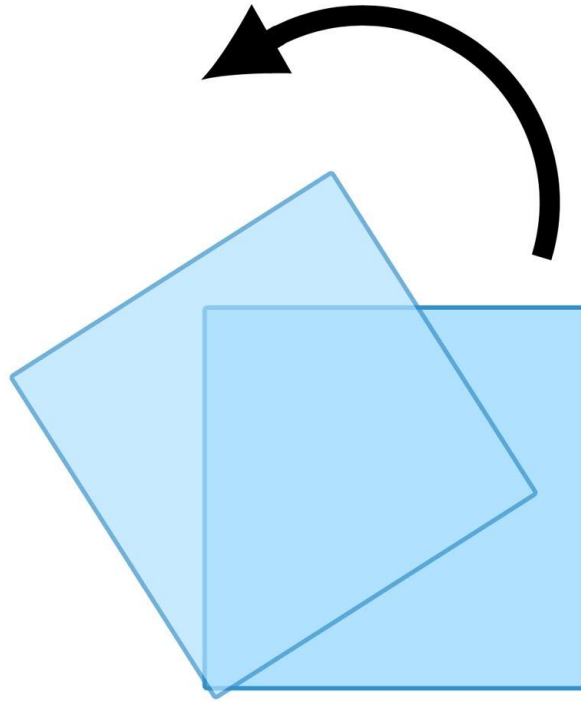














Insert Text



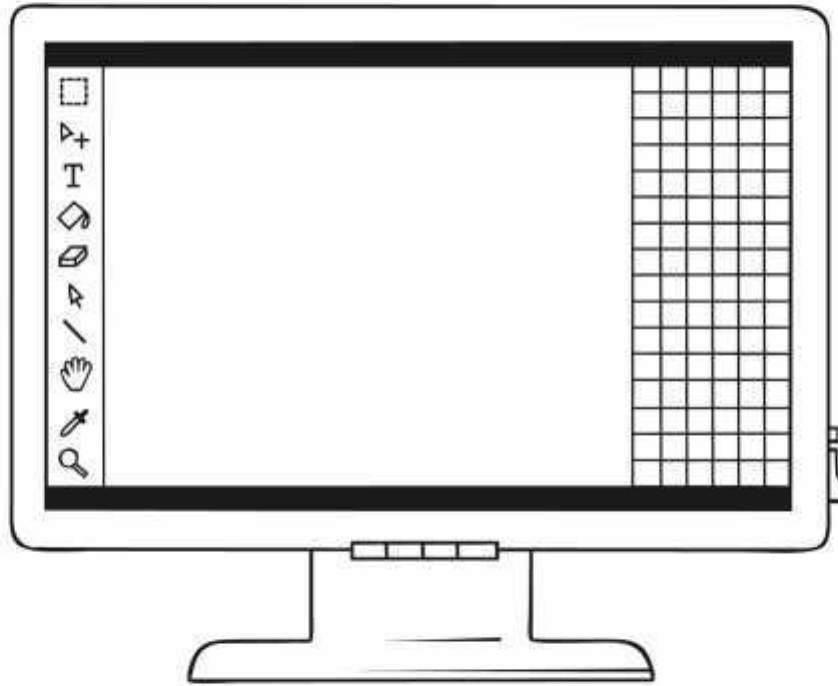
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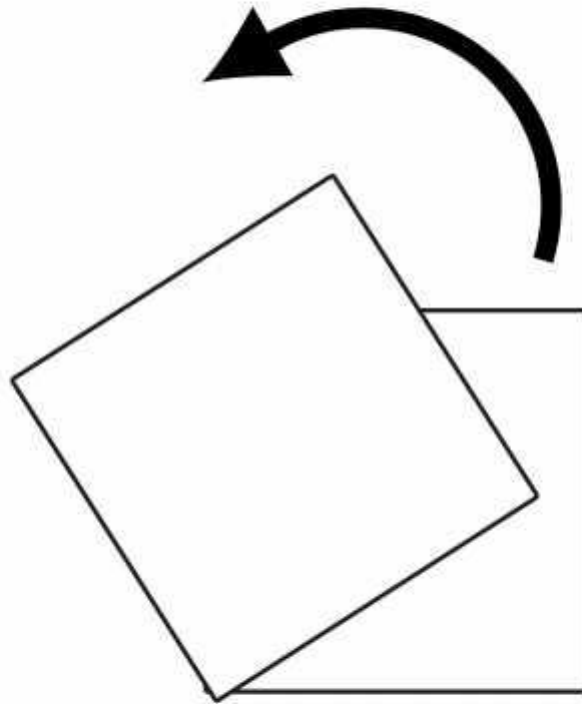
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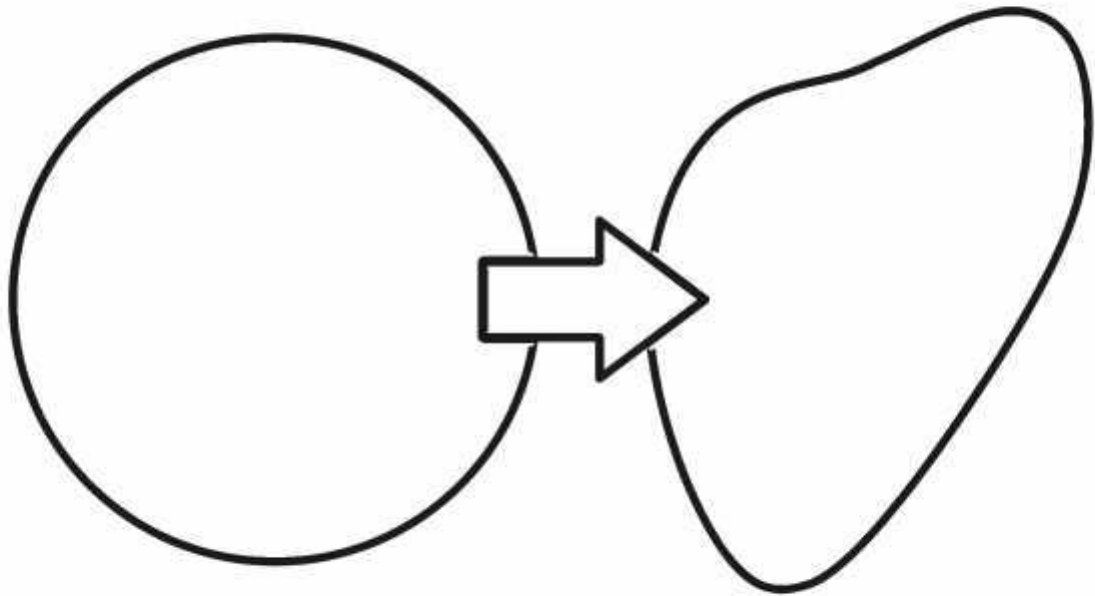
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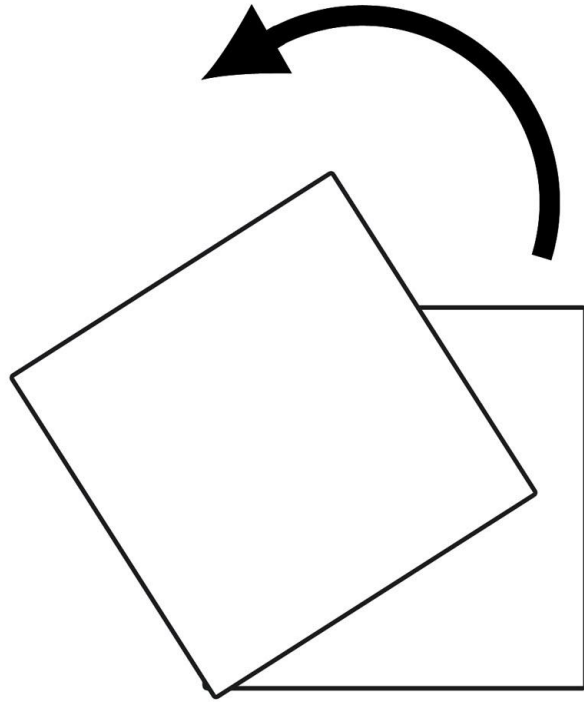


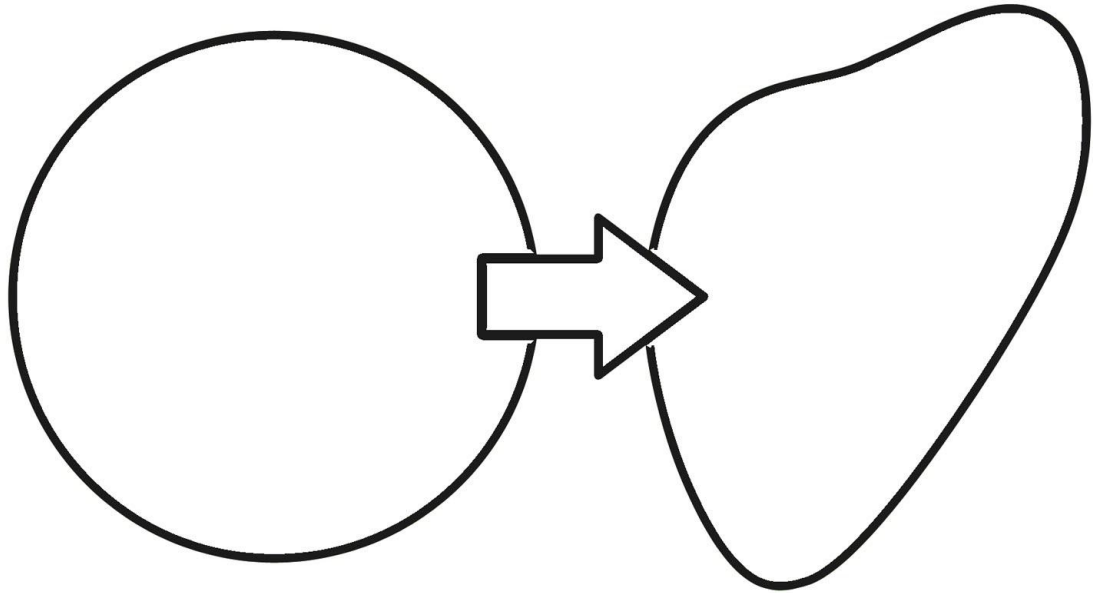










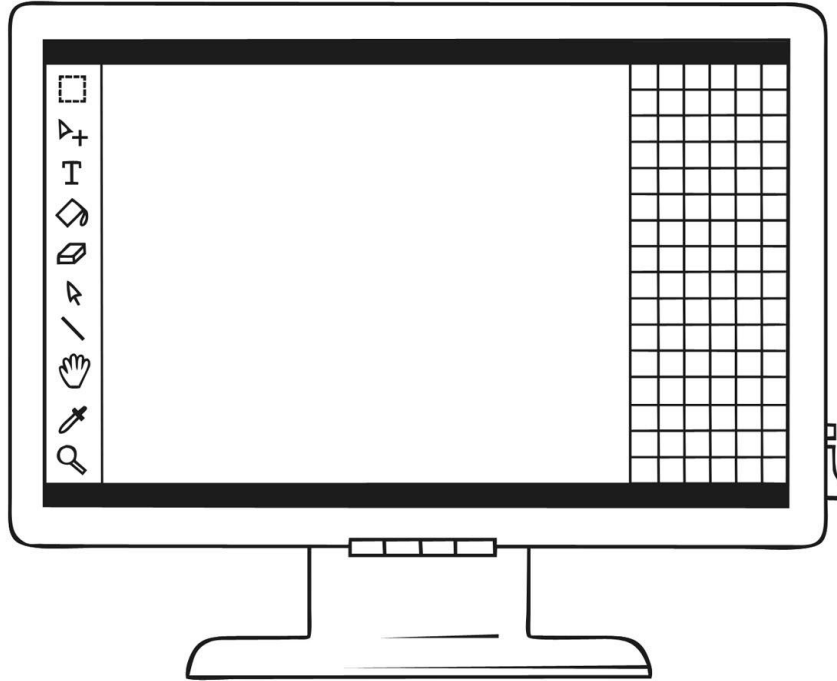


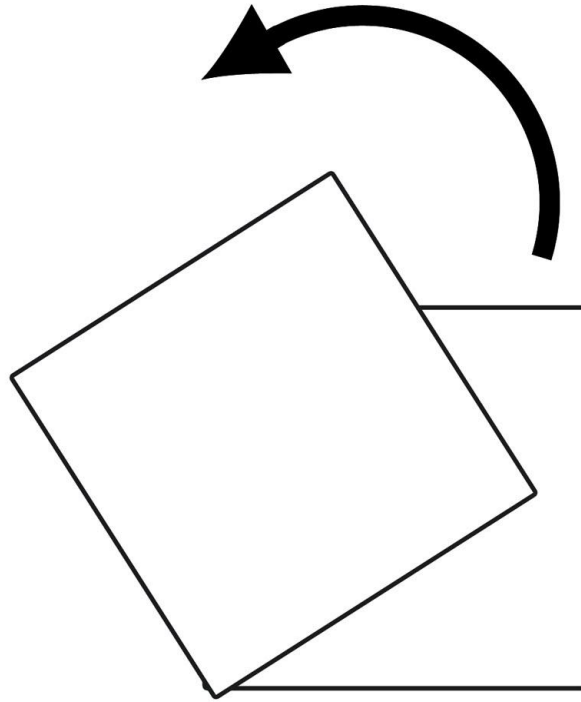


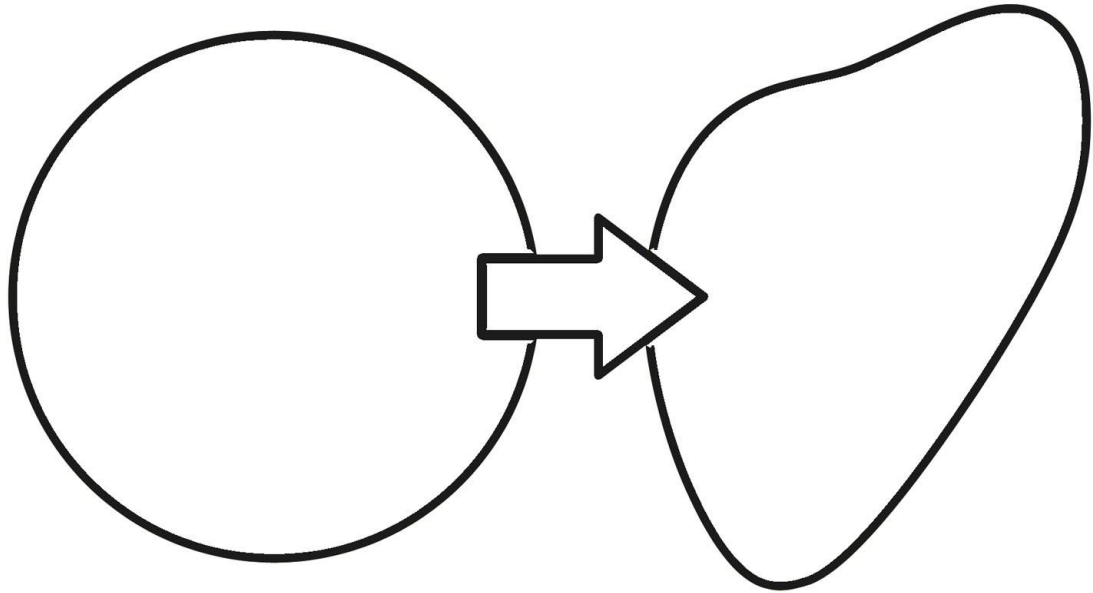












End of Unit Assessment | Computing | Year 2 | Using and Applying Skills

All	Most	Some
<p>Find and open software for creating computer art; add text and images to a presentation; retrieve/open a file from a saved location; select a relevant backdrop and character within Scratch; add a second character and position on the backdrop within Scratch.</p>	<p>Control the mouse to produce different effects (dots/lines); use computer paint skills in a new context; add new slides to a presentation with a main idea on each slide; insert and reorder slides; make a character move within Scratch.</p>	<p>Reproduce an image using a particular artistic style; compare different styles of computer art; review and edit a presentation; link actions and text to a theme within Scratch; add code for a pair or series of speech bubbles within Scratch.</p>
33%	33%	33%
<p>Name Name Name Name</p>	<p>Name Name Name Name</p>	<p>Name Name Name Name</p>

End of Unit Assessment | Computing | Year 2 | Using and Applying Skills

Insert a character against the criteria the child has met. If they have not met the criteria leave it blank.

		Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name	% of class	
% met by child		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Has the child met the all and most statements?		n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	0%	
All	Find and open software for creating computer art.																																			0%	
	Add text and images to a presentation.																																				0%
	Retrieve/open a file from a saved location.																																				0%
	Select a relevant backdrop and character within Scratch.																																				0%
	Add a second character and position on the backdrop within Scratch.																																				0%
Most	Control the mouse to produce different effects (dots/lines).																																				0%
	Use computer paint skills in a new context.																																				0%
	Add new slides to a presentation with a main idea on each slide.																																				0%
	Insert and reorder slides.																																				0%
	Make a character move within Scratch.																																				0%
Some	Reproduce an image using a particular artistic style.																																				0%
	Compare different styles of computer art.																																				0%
	Review and edit a presentation.																																				0%
	Link actions and text to a theme within Scratch.																																				0%
	Add code for a pair or series of speech bubbles within Scratch.																																				0%

I can...

Computing | Year 6 | Using and Applying Skills

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
I can use a specific computer skill to reproduce a style of art.	I can compare skills needed to reproduce different style of art.	I can create a presentation including text and images.	I can retrieve, edit and organise a presentation.	I can create precise instructions for a character on a particular theme.	I can create code for a pair of characters involving speech and movement.
I can find and open software for creating computer art.	I can compare different styles of computer art.	I can add text and images to a presentation.	I can retrieve/open a file from a saved location.	I can select a relevant backdrop.	I can find and open a saved file.
I can control the mouse to produce different effects (dots/lines).	I can comment on effective ways of using Paint software.	I can add a title slide.	I can review and edit my presentation.	I can make a character move.	I can add a second character and position on the backdrop.
I can reproduce an image using a particular artistic style.	I can use computer paint skills in a new context.	I can add new slides with a main idea on each slide.	I can insert and reorder slides.	I can add suitable speech for a character.	I can add code for a series of speech bubbles.
			I can present my finished work to an audience.	I can link actions and text to a theme.	I can add code for character to move in turn or sequence.

Computing: Using and Applying Skills

K

W

L

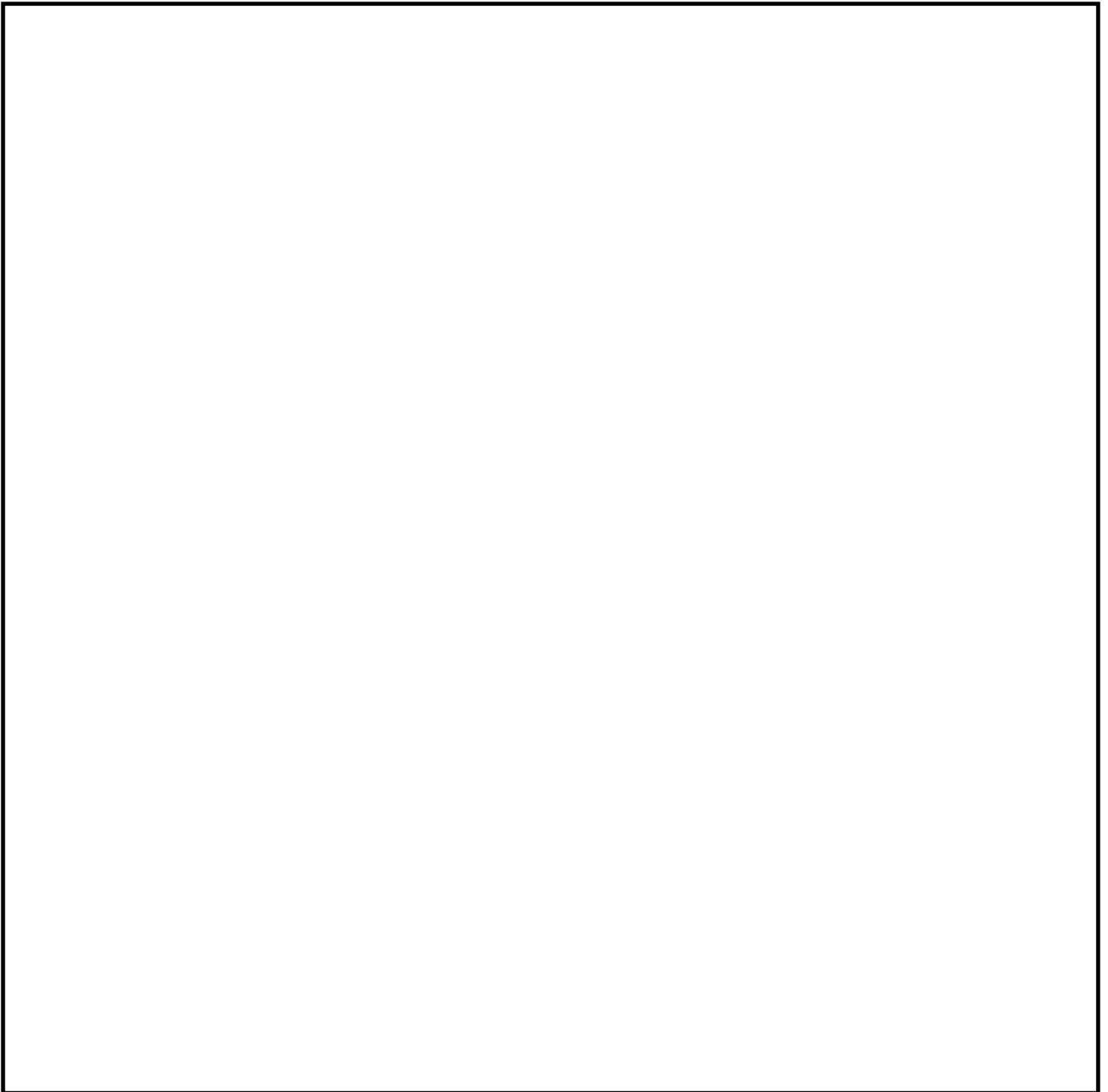
What I know

What I want to know

What I have learnt

Copy Cat!

Have a look for a piece of artwork that you have seen around that you like – it may be a picture you have hanging up at home or in school, it may be one that you have seen in a museum. Draw it in the space below, thinking carefully about the shapes in the picture and the colours used. Can you now recreate it using a computer program?



Find Me a Photo

Photographs are used in lots of different ways in artworks. Sometimes the colours are changed; in other types of art the picture is duplicated so that you have more than one version. Photography is even recognised as art on its own. Thinking about the art we have looked at in this topic, take either a portrait or landscape picture and use your computer skills to print it out on paper.



Things to think about:

How are you using your camera to get the best photo?

How are you going to get your picture from the camera device to the printer? Will you have to use a computer?

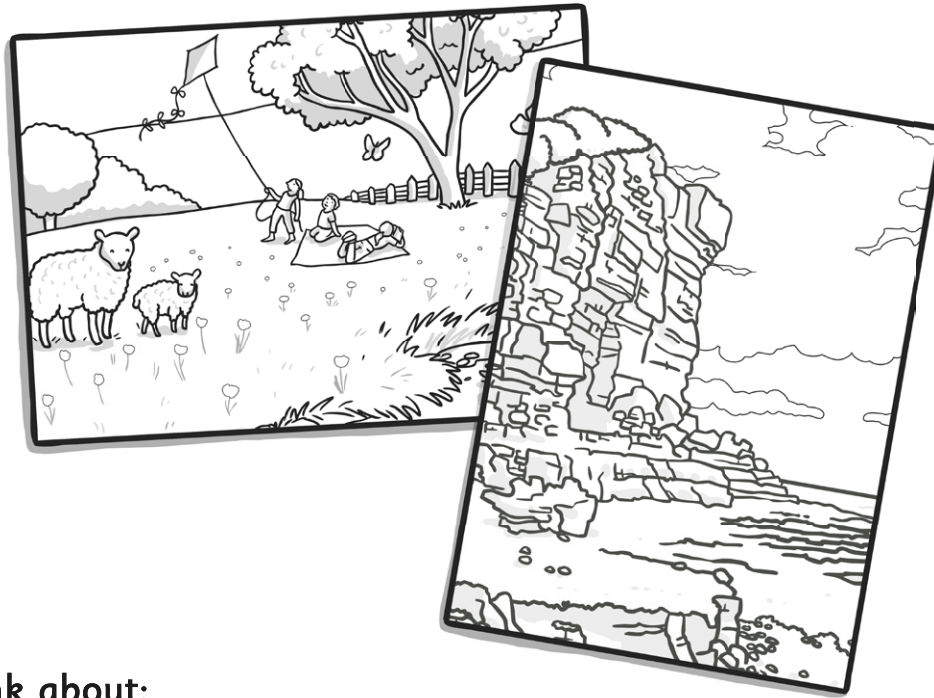
How do you want your picture to look on the page? Can you change how big it is or the quality of the picture when it is printed?

Extension:

Can you make any changes to the picture before you print it? Could you change the colours or duplicate it more than once on the same page?

Find Me a Photo

Photographs are used in lots of different ways in artworks. Sometimes the colours are changed; in other types of art the picture is duplicated so that you have more than one version. Photography is even recognised as art on its own. Thinking about the art we have looked at in this topic, take either a portrait or landscape picture and use your computer skills to print it out on paper.



Things to think about:

How are you using your camera to get the best photo?

How are you going to get your picture from the camera device to the printer? Will you have to use a computer?

How do you want your picture to look on the page? Can you change how big it is or the quality of the picture when it is printed?

Extension:

Can you make any changes to the picture before you print it? Could you change the colours or duplicate it more than once on the same page?

Computer Art: Pixel Pointillism

Aim: To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. I can create computer art.	Success Criteria: I can use a computer software program to recreate art. I can change the colour and size of the dots.	Resources: Lesson Pack Desktop computer /laptop/netbook/tablet. Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets).
	Key/New Words: Pixel, Pointillism, dots, Seurat, program, tool, size, colour.	Preparation: Recreate Pointillism Activity Sheets - as required

Prior Learning: It will be helpful if children have accessed drawing/design software on a device before.

Learning Sequence

	Introducing Pointillism: Using the Lesson Presentation , introduce the idea of Pointillism. Show examples of Pointillism artwork by the French painter, Georges Seurat. Does it look the same if you look closer at it? What colours can you see within the painting?	
	Creating Computer Art: Have you created art using a computer before? Which program or app did you use? Show children a word document and a paint document. Which of these programs can we use for creating art? Which is best and why?	
	Which Tools: Show children the toolbar for Paint and discuss the different tools available. Which of these tools do you think will be needed to recreate a pointillist painting? Why? Why wouldn't _____ help to recreate it?	
	Producing Pointillism: Using the Recreate Pointillism Activity Sheets , children recreate the image they have been given using dots. Are they creating dots? Have they changed the colour of the tool independently? All children recreate a Pointillist picture of an apple. Children can then choose a more advanced picture to recreate.	
	What Is It? Children to guess what the image is of from a zoomed in portion of a Pointillist picture.	

Taskit

Signit: Children create a sign for the classroom in a Pointillist style.

Researchit: Find information about another Pointillist



Computing

Computer Art

Computing | Year 2 | Computer Art | Pixel Pointillism | Lesson 1

Pixel Pointillism



Aim

I can create computer art.

Success Criteria

- I can use a computer software program to recreate art.
- I can change the colour and size of the dots.

Introducing Pointillism

What is Pointillism?

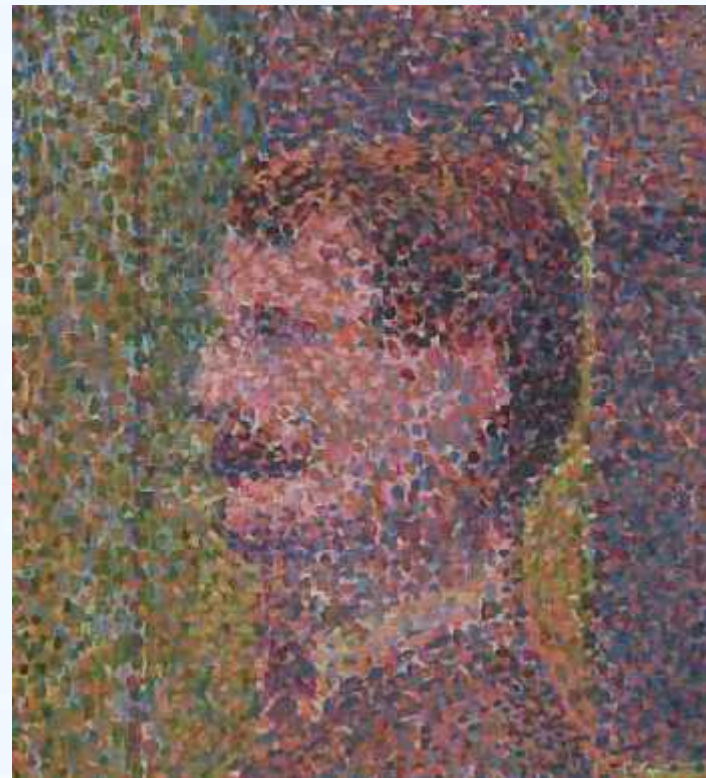
Pointillism is a type of painting that makes a picture using lots of colourful dots.

The first artists started to use it in the 1880s.

Close up, it can look messy and can be difficult to tell what the picture is of.

If you look at it from a distance, your mind blends the different colour dots together to form a clear picture – clever!

Modern day televisions and screens use the same technique to make all the different colours you see on them.



La Parade by Georges Seurat

Introducing Pointillism

Georges Seurat

Georges Seurat was a French painter who lived between 1859 and 1891.

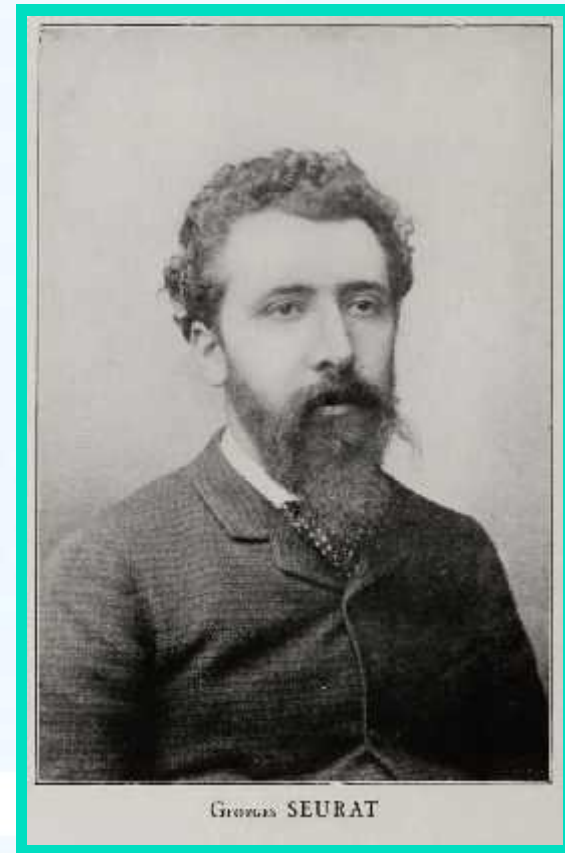


He went to some different art schools where he learnt to paint in a traditional manner.

He tried different styles of painting, but some people did not like it.

He spent two years producing his famous pointillist painting: *A Sunday Afternoon on the Island of La Grande Jatte* (1884-85).

[Click on the image of Seurat to see his painting.](#)



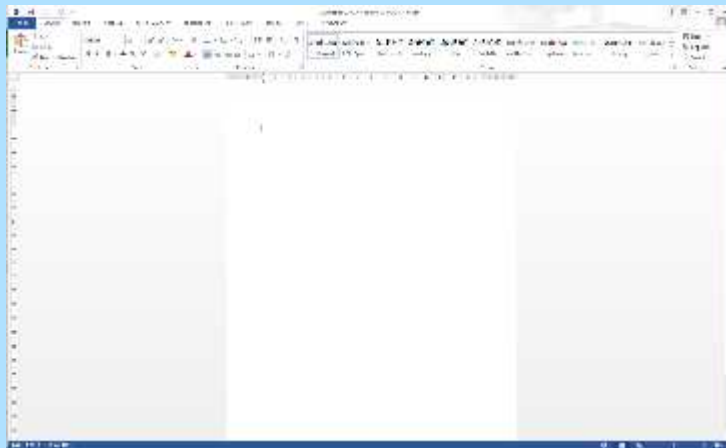


Creating Computer Art

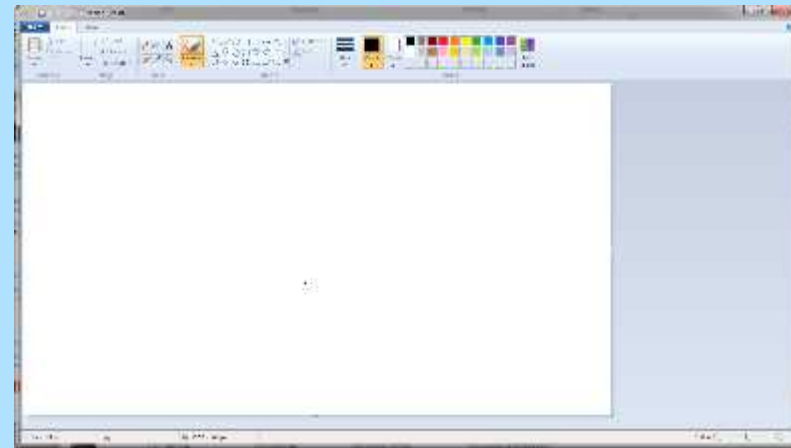


Have you created art using a computer before?
Which program or app did you use? Why?

MS Word



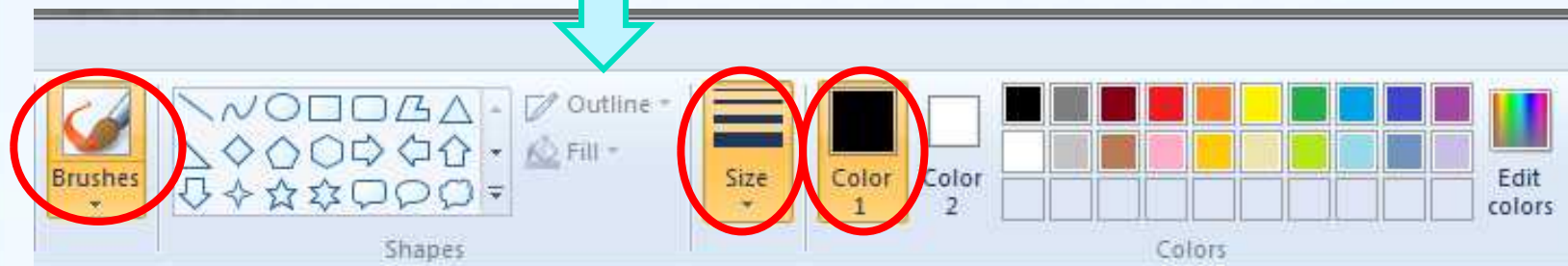
MS Paint



Which of these programs can we use for creating art?
Which is best and why?

Which Tools?

This is what we call a toolbar.



It shows you what tool you are using and any important information (like size or colour).

For this lesson you will need keep the brushes selection the same as it is the only one that allows you to make dots.

You will need to select the right colour for Colour 1 - Colour 2 should stay white.

You will need to select the size of the dot you will use.



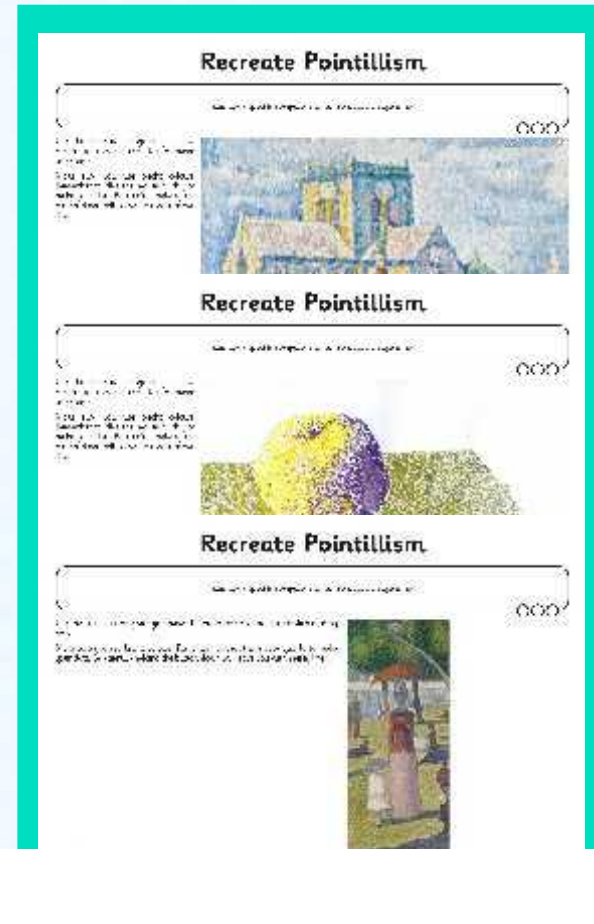
Producing Pointillism

Now it's your turn to produce a piece of pointillism!

Look at the picture you have been given.
Can you use dots on the computer to recreate the picture?

Things to think about:

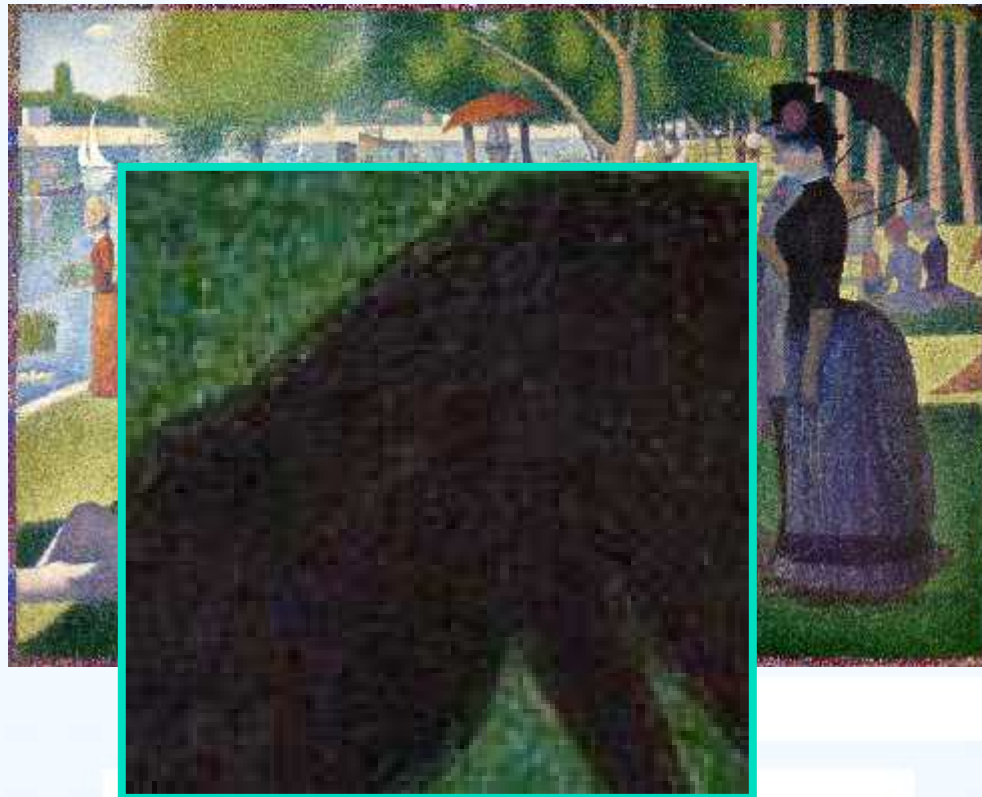
- What colours are you going to use – remember that Seurat used lots of colours.
- Are you just making dots? Make sure you click for each one and then you don't end up with lines. Change the size of the dot as necessary.
- Take your time and make sure your work is completely dotty!





What Is It?

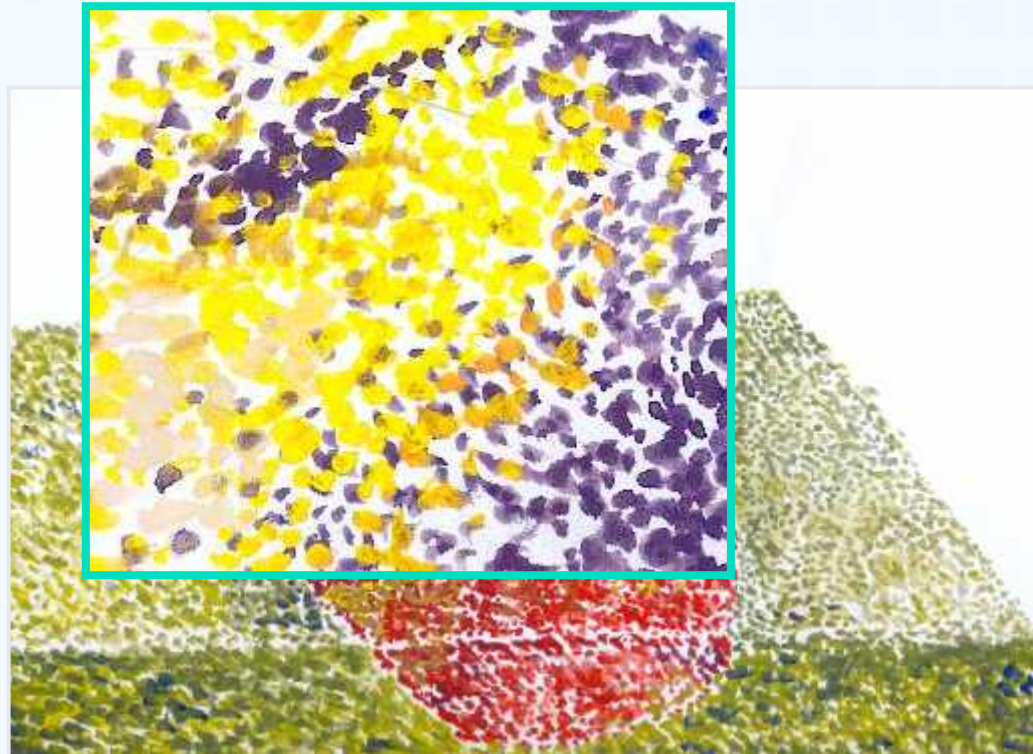
Here are some close up images of some pointillist pictures. Can you work out what the image is of?





What Is It?

Here are some close up images of some pointillist pictures. Can you work out what the image is of?





What Is It?

Here are some close up images of some pointillist pictures. Can you work out what the image is of?



Aim



I can create computer art.

Success Criteria

- I can use a computer software program to recreate art.
- I can change the colour and size of the dots.



Computing | Pixel Pointillism

I can create computer art.		
I can use a computer software program to recreate art.		
I can change the colour and size of the dots.		

Computing | Pixel Pointillism

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Computing | Pixel Pointillism

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Computing | Pixel Pointillism

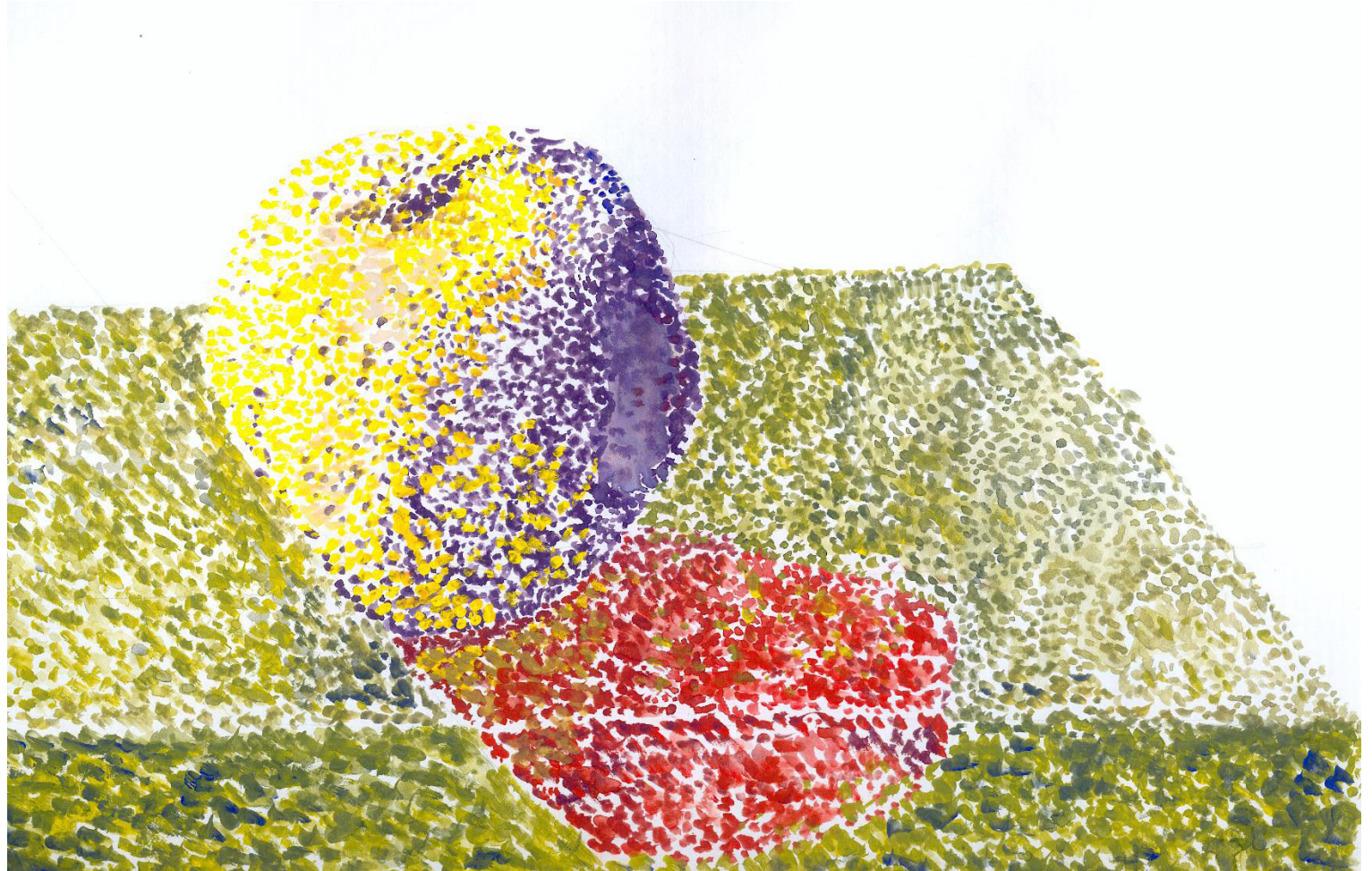
I can create computer art.		
I can use a computer software program to recreate art.		
I can change the colour and size of the dots.		

Recreate Pointillism

I can use a specific computer skill to reproduce a style of art.

Use the computer program you have chosen to recreate the picture shown using dots.

Make sure you use bright colours. Remember to click the mouse quickly to make your dots. Be careful - holding the button down will leave you with messy lines!



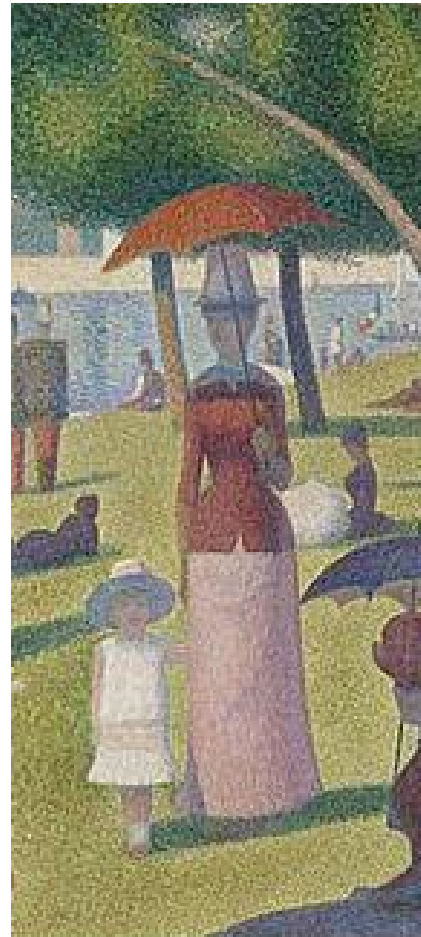
Recreate Pointillism

I can use a specific computer skill to reproduce a style of art.



Use the computer program you have chosen to recreate the picture shown using dots.

Make sure you use bright colours. Remember to click the mouse quickly to make your dots. Be careful - holding the button down will leave you with messy lines!



Recreate Pointillism

I can use a specific computer skill to reproduce a style of art.



Use the computer program you have chosen to recreate the picture shown using dots.

Make sure you use bright colours. Remember to click the mouse quickly to make your dots. Be careful - holding the button down will leave you with messy lines!















Computer Art: Mastering Mondrian

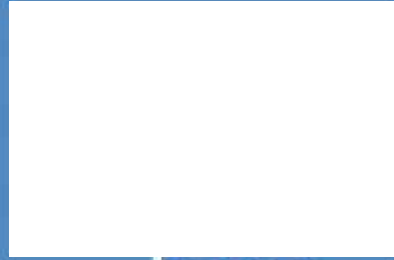
<p>Aim: To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.</p> <p>I can use a range of tools in a computer program to reproduce a style of art.</p>	<p>Success Criteria: I can insert lines that are different sizes into my work. I can fill areas with different colours. I can draw lines and fill spaces with colour to recreate a piece of art.</p>	<p>Resources: Lesson Pack Desktop computer, laptop, netbook, tablet etc. - per child Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets).</p>
<p>Key/New Words: Mondrian, fill, straight lines, primary colours, red, yellow, blue, weight.</p>		

Prior Learning: Children will have learnt to choose an appropriate program and make a choice of tools in lesson 1.

Learning Sequence

	<p>Who is Mondrian? Use the Lesson Presentation to introduce information about the artist.</p>	
	<p>Mondrian's Style: Show children examples of Mondrian's art and work produced in his style. What do the children notice about it? What is the same in all the examples? How do they differ? Can they think of what mediums could be used to make a piece of art in this style?</p>	
	<p>Making a Mondrian: Ask children which computer program they will use to make their Mondrian? What does it need to let them do? (MS Paint will allow children to both draw straight lines and fill spaces with colour).</p>	
	<p>Taking Your Time: With children at the computers or devices, model drawing a line. Encourage the children to try; is it perfectly straight? Get the children to try a few times until they have managed one without a kink in it. Now use this skill to split the page into 6 and fill each box with colour. Does the colour stay within the lines? Children to spot that the colour will 'spill out' if there are any gaps between the lines and the edge of the page.</p>	
	<p>Whilst You're Working: Children are to now produce their own attempts of a Mondrian-inspired piece of art. Show the Lesson Presentation whilst they are working to provide children with ideas to extend and challenge the skills they are using.</p>	
	<p>Gallery Tour: Each child to leave their favourite effort on the screen and then take part in a 'gallery tour' of other people's work. (Children could be given a number of sticky notes to leave positive messages next to one another's attempts).</p>	

<p>Taskit</p> <p>Buildit: Can you make a Mondrian style artwork using different materials?</p> <p>Raceit: Can you use your skills at drawing lines and filling space with colour to make your own race track? Why not print it out and race your friends on it?</p>
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Computing

Computer Art

Computing | Year 2 | Computer Art | Mastering Mondrian | Lesson 2

Mastering Mondrian



Aim

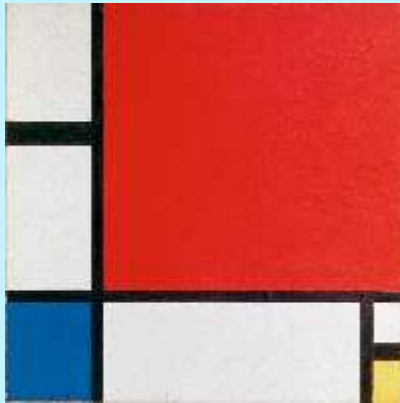
I can use a range of tools in a computer program to reproduce a style of art.

Success Criteria

- I can insert lines that are different sizes into my work.
- I can fill areas with different colours.
- I can draw lines and fill spaces with colour to recreate a piece of art.

Who is Mondrian?

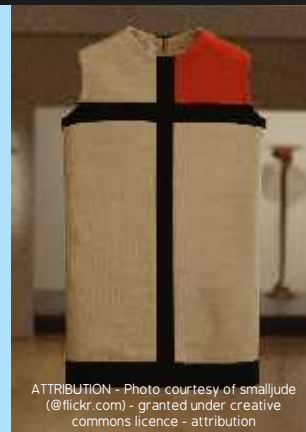
Piet Mondrian was a Dutch artist who lived between 1872 and 1944.



He started his working life as a primary school teacher!

Mondrian became famous for creating art on a white background with straight lines and blocks of primary colours (blue, red and yellow).

His artwork has been widely copied, from buildings to dresses!

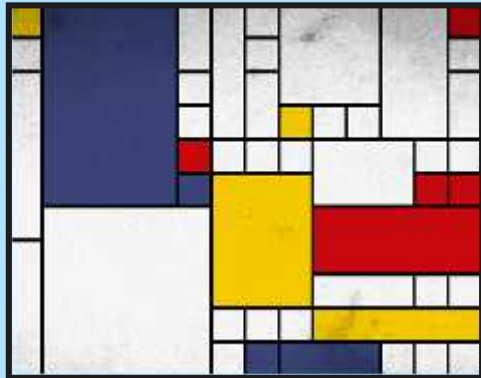


As an artist, he worked mainly in Paris.

He went back to school to learn about fine art.

Mondrian's Style

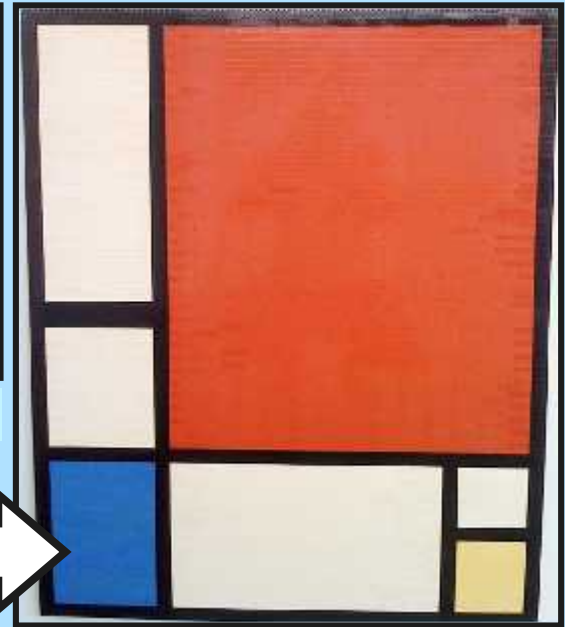
These artworks have all been made in the style of Mondrian. What is similar about them? What is different?



ATtribution - Photo courtesy of Robson# (@flickr.com) - granted under creative commons licence - attribution



ATtribution - Photo courtesy of PatrickSeabird (@flickr.com) - granted under creative commons licence - attribution



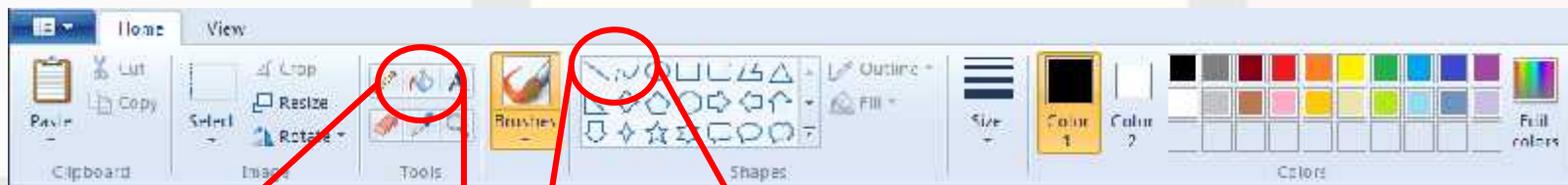
ATtribution - Photo courtesy of ryanrocketship (@flickr.com) - granted under creative commons licence - attribution

This artwork is actually made from Lego!

Making a Mondrian

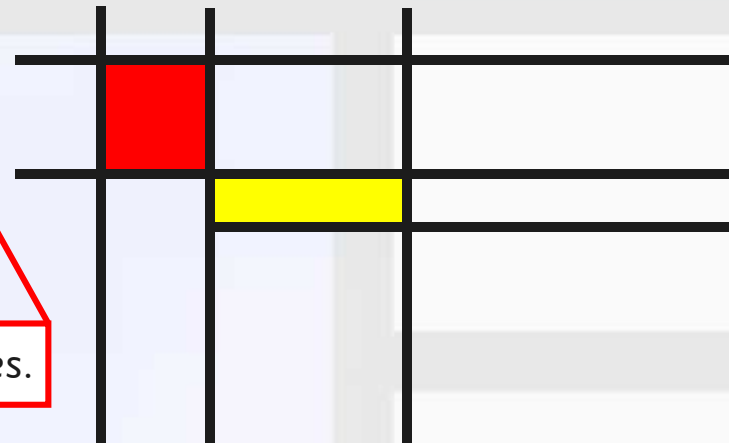
We are going to use a computer program to make our own Mondrian work of art!

What do we need the computer program to do?

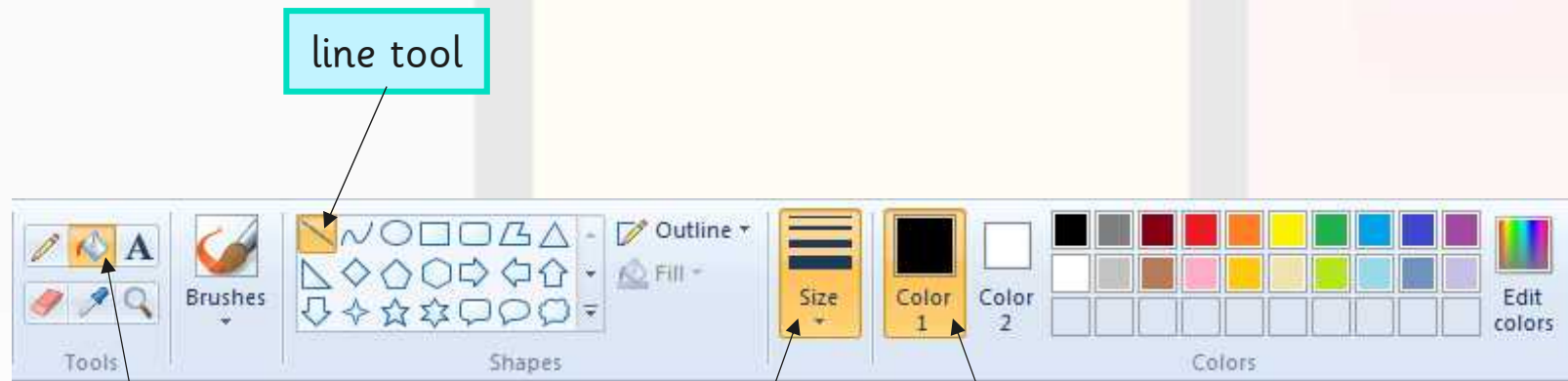


Fill spaces with colour.

Draw straight lines.



Making a Mondrian



line tool

fill tool

size tool

You will need to change only COLOUR 1 for both line and fill functions.

Taking Your Time



This type of art may look quick and easy, but it can very easily go wrong!

Select the line tool; try and draw a straight line. Is it perfectly straight? What happens if it's not?

Use the line tool to split your page into 6. Now select the fill tool, and add a different colour to each square. Has it worked? If not why not - can you spot the problem?

Now you've practised using these skills, you can have a go at producing your own Mondrian artwork but remember to take your time!



Whilst You Are Working...



Have a think about how many lines you are going to include in your art. Have you tried to change the weight of the lines - which icon do you need to press to do that?



How many colours are you going to use? Which colours did Mondrian use when making his artwork? Does it still look like a Mondrian if you use different colours? Perhaps you could use different shades of red, blue and yellow – how would you change that?

Want to experiment? Make more than one piece of Mondrian art so you can try out different combinations and then choose your favourite. Remember to save any that you want to keep!

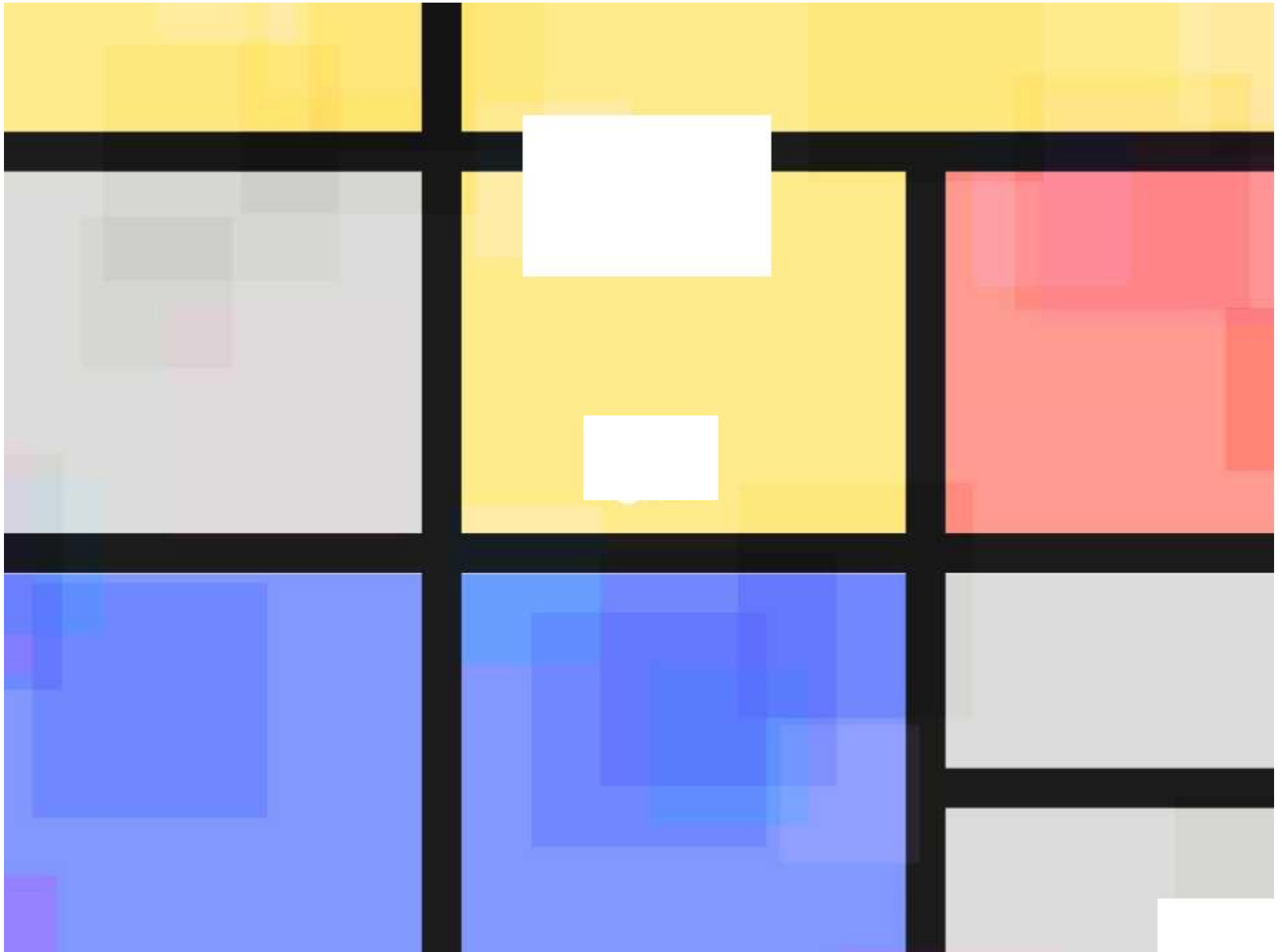
Aim



I can use a range of tools in a computer program to reproduce a style of art.

Success Criteria

- I can insert lines that are different sizes into my work.
- I can fill areas with different colours.
- I can draw lines and fill spaces with colour to recreate a piece of art.



Computing | Mastering Mondrian

I can use a range of tools in a computer program to reproduce a style of art.		
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Computing | Mastering Mondrian











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Computer Art: Producing Picasso

Aim: To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. I can make and edit shapes to create a piece of art.	Success Criteria: I can produce at least 3 different shapes using a computer program. I can rotate, resize and colour shapes. I can arrange different shapes to recreate a piece of art.	Resources: Lesson Pack Desktop computer / laptop / netbook / tablet. Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets). Mirrors.
	Key/New Words: Picasso, Cubism, shapes, manipulate, rotate, shade.	Preparation: Differentiated Cubism Activity Sheet - per child

Prior Learning: Children will have learnt to fill areas with colour in lesson 2.

Learning Sequence

	Pablo Picasso: Show children information on the artist from Lesson Presentation . Highlight that he was a Cubist painter. Cubism: When looking at examples of his artwork, get children to discuss what they think he has painted and what shapes they can see in his art.	
	Selecting Shapes: Show children the toolbox and ask them to discuss which tools they would need to use. Looking at the Lesson Presentation , can the children say how the shape has been manipulated? Model changing the size and colours of the shape, as well as how to rotate a shape.	
	Producing Picasso: After letting children become familiar with creating shapes, provide them with the differentiated Cubism Activity Sheet which includes an image of a Picasso artwork to recreate. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Children to recreate image by choosing similar shapes and arranging them suitably.</p> </div> <div style="text-align: center;">  <p>Children to use a variety of shapes of different sizes and colour and arrange them to produce a self-portrait in the style of Picasso. Children given mirrors to support if necessary.</p> </div> </div>	
	Peer Assessment: In partners, children give each other positive feedback and one improvement to make.	

Taskit

Mosaicit: Why not use a different medium, such as card, paper or textiles to produce a Picasso-inspired mosaic using similar shapes to the ones used on the computer.

Photoit: Take 6 selfies from slightly different distances and angles. Either print and cut or edit on a computer so that each photo is used for one feature (e.g. an eye, mouth, ear) and combine them to make a Cubist style portrait.

Computing | Producing Picasso

I can make and edit shapes to create a piece of art.		
I can produce at least 3 different shapes using a computer program.		
I can rotate, resize and colour shapes.		
I can arrange different shapes to recreate a piece of art.		

Computing | Producing Picasso

I can make and edit shapes to create a piece of art.		
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I can arrange different shapes to recreate a piece of art.		



Cubism

I can make and edit shapes to create a piece of art.



Use the computer program you have chosen to recreate the picture below using shapes. Try changing the colour of the fill and the outline of the shapes. Make sure you rotate the shapes so that they fit together like in the picture!





Cubism

I can make and edit shapes to create a piece of art.



Use the computer program you have chosen to recreate the picture below using shapes. Try changing the colour of the fill and the outline of the shapes. Make sure you rotate the shapes so that they fit together like in the picture!





Cubism

I can make and edit shapes to create a piece of art.

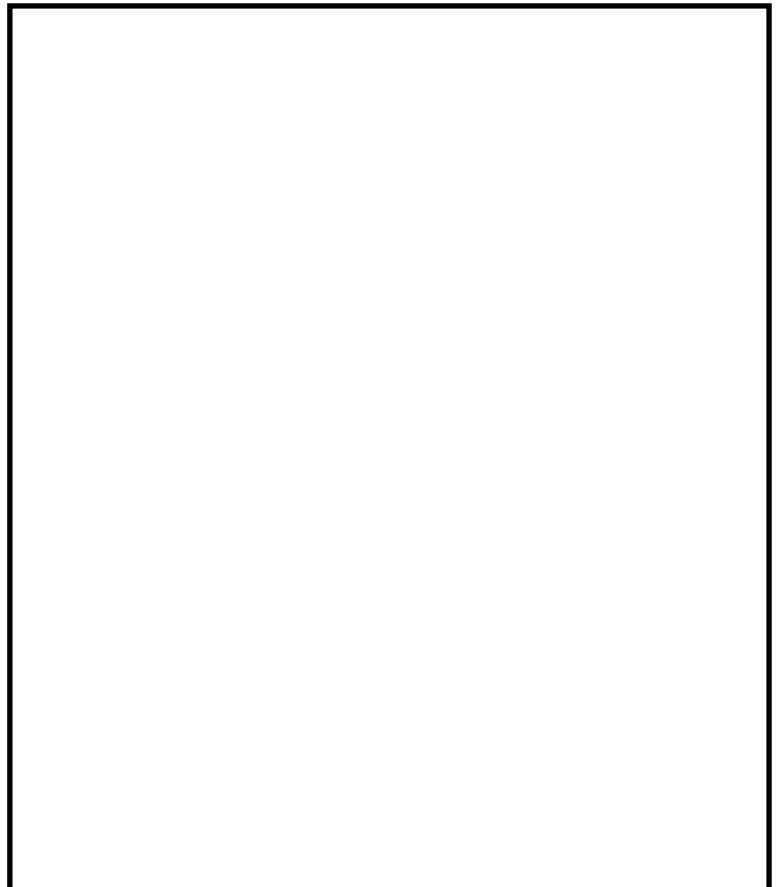


Use the computer program you have chosen to recreate the picture below to create your own self-portrait. Draw your own face using the Cubist style of Picasso.



ATtribution - Photo courtesy of oddsock (@flickr.com) - granted under creative commons licence - attribution

Think about the shapes and colours you will need to use. Think about how you are going to organise them – remember you can rotate the shapes to make them fit! Use the box below to sketch out the shapes you'll use.





Computing

Computer Art

Computing | Year 2 | Computer Art | Producing Picasso | Lesson 3

Producing Picasso



Aim

I can make and edit shapes to create a piece of art.

Success Criteria

- I can produce at least 3 different shapes using a computer program.
- I can rotate, resize and colour shapes.
- I can arrange different shapes to recreate a piece of art.

Pablo Picasso

A Spanish artist, Pablo Picasso lived between 1881 and 1973.



People sometimes find it hard to work out what the picture is of, due to the shapes not always being the ones we would use to draw the object.

He is world famous, with some of his paintings selling for millions of pounds!

He is famous for using a style of art called cubism, which uses lots of shapes to create pictures.

People like his art because it makes them think deeply about what is going on in the picture.

Cubism

What are these pictures of?



ATtribution - Photo courtesy of Melanie Lazarow (@flickr.com) - granted under creative commons licence – attribution



ATtribution - Photo courtesy of HenryLawford (@flickr.com) - granted under creative commons licence – attribution



ATtribution - Photo courtesy of Cea (@flickr.com) - granted under creative commons licence – attribution

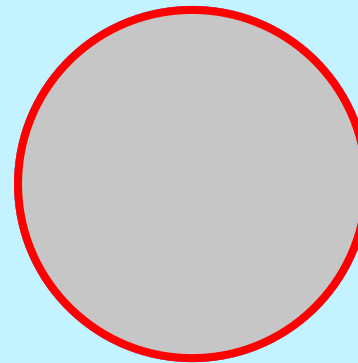
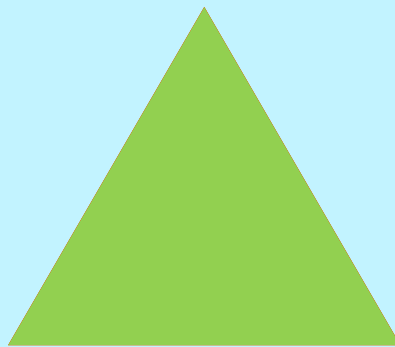
What shapes can you see within these pictures?



Selecting Shapes



You can also change the colour of both the lines and the fill of a shape!



Selecting Shapes



You can adjust the shape
(click on the shape)





Selecting Shapes

You can adjust the shape
(click on the shape)

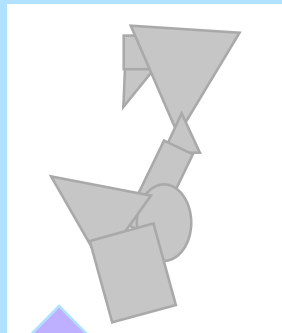
You can change which way
round it is (orientation).
(click on shape)





Producing Picasso!

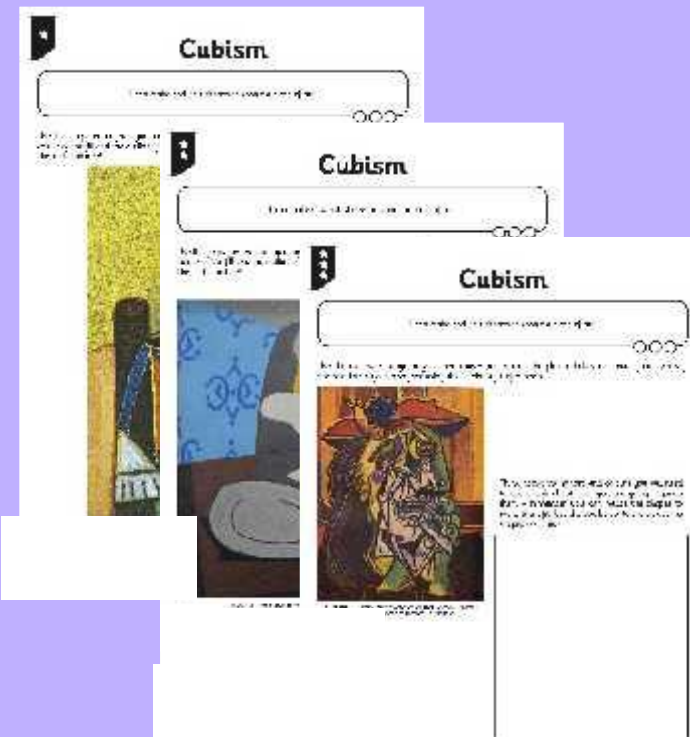
Try to use the skills you have just practised to recreate your own Picasso painting.



ATtribution - Photo courtesy of Cea (@flickr.com) - granted under creative commons licence - attribution

Can you spot which bit of the painting this is?

Think about the shapes and colours that you need to use!



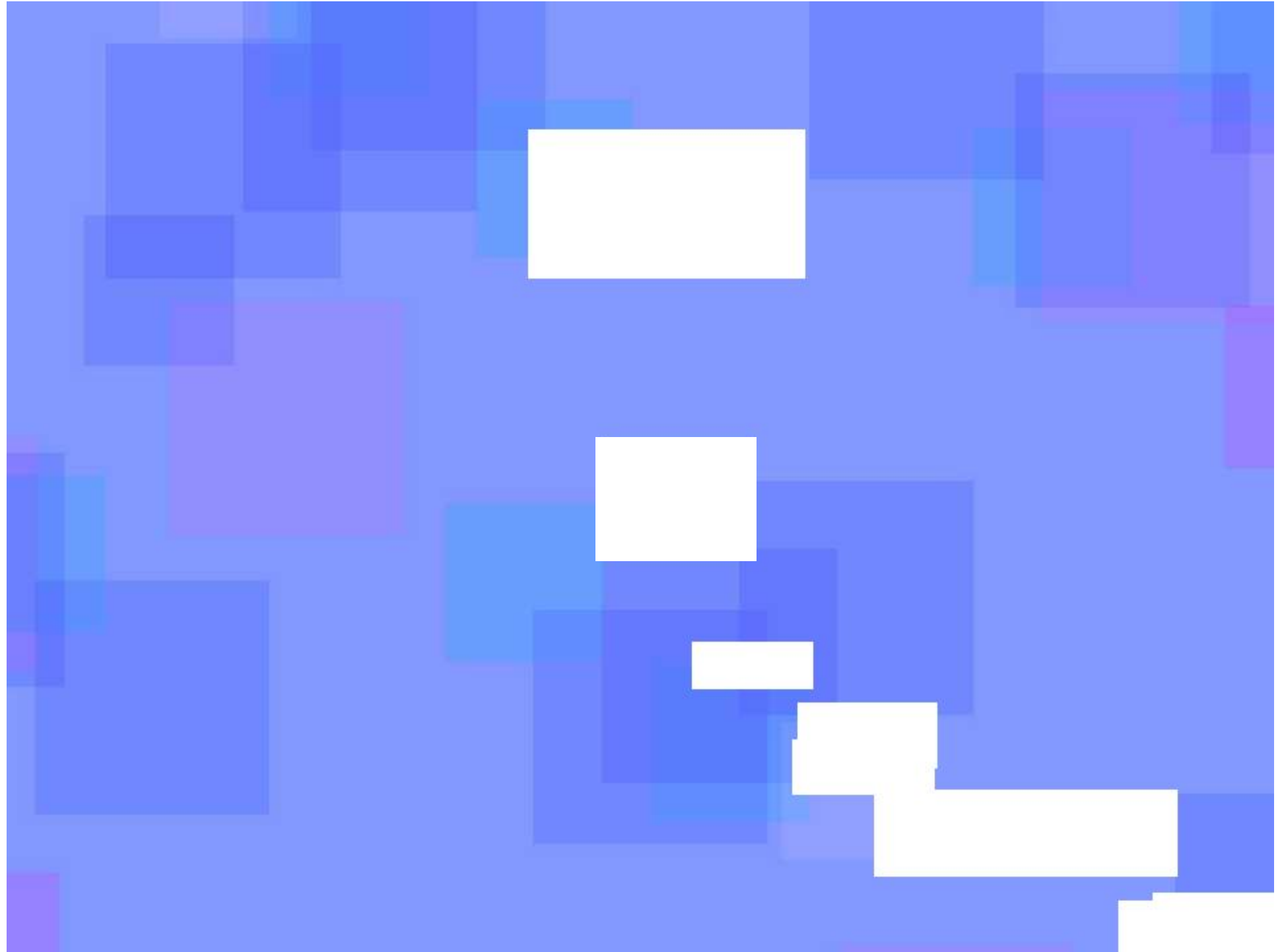
Aim



I can make and edit shapes to create a piece of art.

Success Criteria

- I can produce at least 3 different shapes using a computer program.
- I can rotate, resize and colour shapes.
- I can arrange different shapes to recreate a piece of art.











Computer Art: Colour Coding

Aim: To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. I can change the shade of a colour for effect.	Success Criteria: I can produce lighter and darker shades of a colour. I can match colours to particular moods and emotions. I can make two versions of a piece of art using different shades.	Resources: Lesson Pack Desktop computer /laptop/netbook/tablet. Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets).
	Key/New Words: Monet, Impressionism, colour, shade, lighter, darker, mood, emotions, harmonious, complementary.	Preparation: Differentiated Shading Activity File - as appropriate.

Prior Learning: Children will have learnt how to fill shapes with colour in lesson 3.

Learning Sequence

	Matching Monet: Show children the information about Monet from the Lesson Presentation ; ask them to match up the pairs of paintings (coast, bridge & haystack). Ask children what is different about the paintings in each series. Discuss with the children how changing the colours can affect the mood of the painting, or the emotions conveyed.	
	Changing the Colour: Explain to children that harmonious colours appear close to one another on the colour wheel. Complementary colours appear opposite. <i>Which colours would you use to show warmth? Which colours would you use to show sadness?</i>	
	Changing the Shade: Using the Lesson Presentation , show children that you can use one colour to make more, simply by making it lighter or darker. Explain that we are creating a new shade. With either the Lesson Presentation , or modelling with the software children will use (<i>MS Paint has been used in the Lesson Presentation example</i>), demonstrate how to change the shade of a colour.	
	Seeing Double: Explain that children will create two versions of the same picture, each showing a different mood or emotion. Model finding the Differentiated Shading Activity File , opening it and then using 'save as' to create their own file (This could be prepared prior to the lesson depending on the class' skill /time available). Children to be reminded to save their work whenever they have finished making changes to the file.	
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Children use the file with less detail, using only different shades of one colour for each image.</p> </div> <div style="text-align: center;">  <p>Children use the file with more detail; one version to use shades of just one colour, the other to include 2-3 complementary colours in various shades.</p> </div> <div style="text-align: center;">  <p>Children use more detailed file; both versions to use a range of complementary colours in various shades.</p> </div> </div>	
	What Contrast Can You See? Children to use the <windows> and arrow key to snap both images to the screen. Children to then tour the room comparing and commenting on each other's efforts.	

Taskit

Colourit: Why not have a go at changing the colour of a famous or favourite picture? Have you managed to change the mood of the picture now?

Codeit: Either on the computer or by hand have a go at creating a code where different colours are represented by numbers. Add the numbers and a key to a line drawing to see if a friend can crack the code to colour the picture in. Why not use a resource like: _____

Computing | Colour Coding

I can change the shade of a colour for effect.		
I can produce lighter and darker shades of a colour.		
I can match colours to particular moods and emotions.		
I can make two versions of a piece of art using different shades.		

Computing | Colour Coding

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Computing | Colour Coding

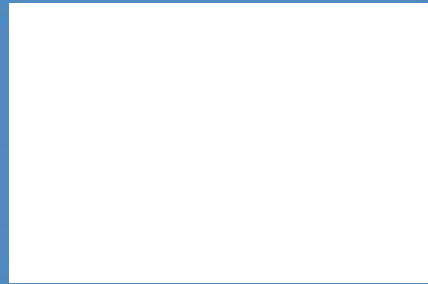
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Computing | Colour Coding

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Computing

Computer Art

Colour Coding



Aim

I can change the shade of a colour for effect.

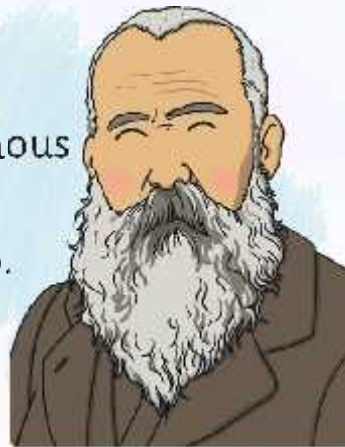
Success Criteria

- I can produce lighter and darker shades of a colour.
- I can match colours to particular moods and emotions.
- I can make two versions of a piece of art using different shades.

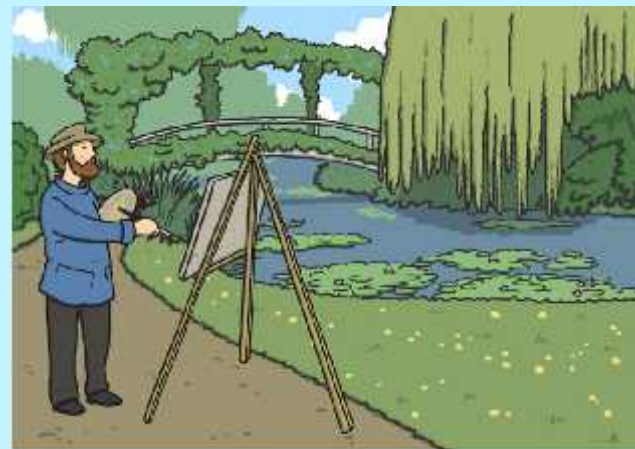


Matching Monet

Claude Monet was a famous French artist who lived between 1840 and 1926.



He would draw the same scene again and again in order to show different seasons.



His style of painting is called 'Impressionism', which is actually named after one of his paintings!



Matching Monet

Can you match up the pairs of paintings?



Matching Monet



Monet would use different colours to show the different seasons. This changed the way people felt about the places he was painting.



Look at these two paintings of the beach at Etretat in France.
How do the colours make you feel?
What do they make you think of?
Which picture makes you want to visit the most? Why?

Changing the Colour



You will be adding different colours to 2 pictures. Think about the difference you want them to show (day/night, hot/cold, happy/sad etc.)

You need to choose complementary colours to do this!

Which colours would you use to show warmth?

Which colours would you use to show sadness?

Changing the Shade

By making a colour either lighter or darker you can create a different shade.

You can use this to change the 'feel' of your picture. Brighter colours seem happier, warmer. Darker colours may seem sadder or cooler.



Look for the tipping paint pot to change the colour you are using.

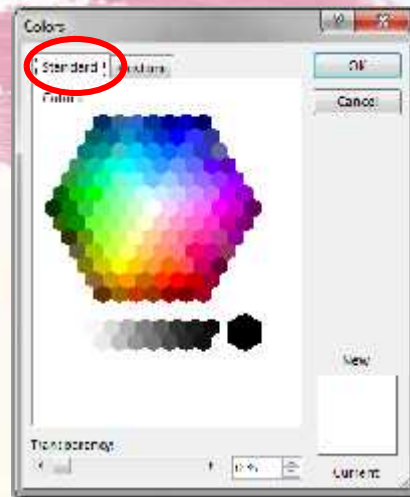


Changing the Shade

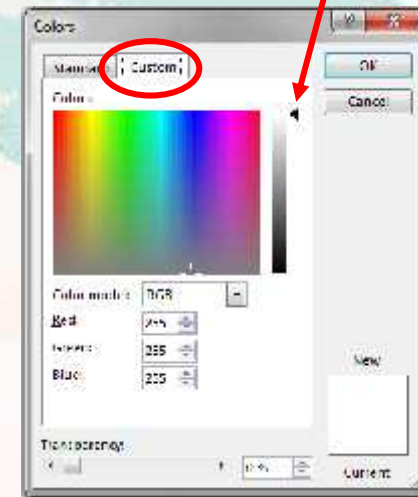
You can choose to have even more choices!



You may be given a range of different shades to use by the software you use.



You can even create your own shade by using the slider on the side of this box.



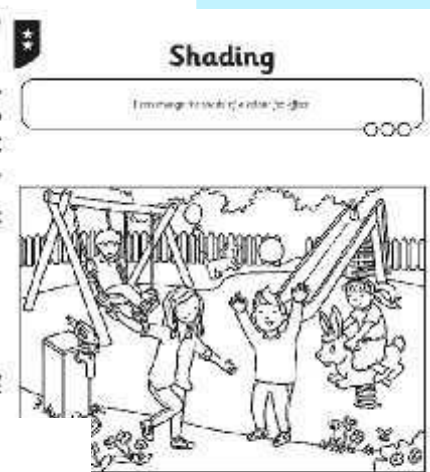
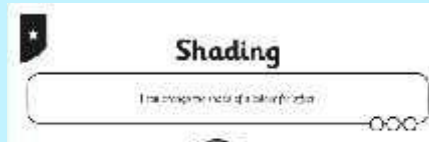


Seeing Double

Your challenge is to produce 2 versions of the same picture!

Use different complementary colours to produce a different mood or emotion in each version.

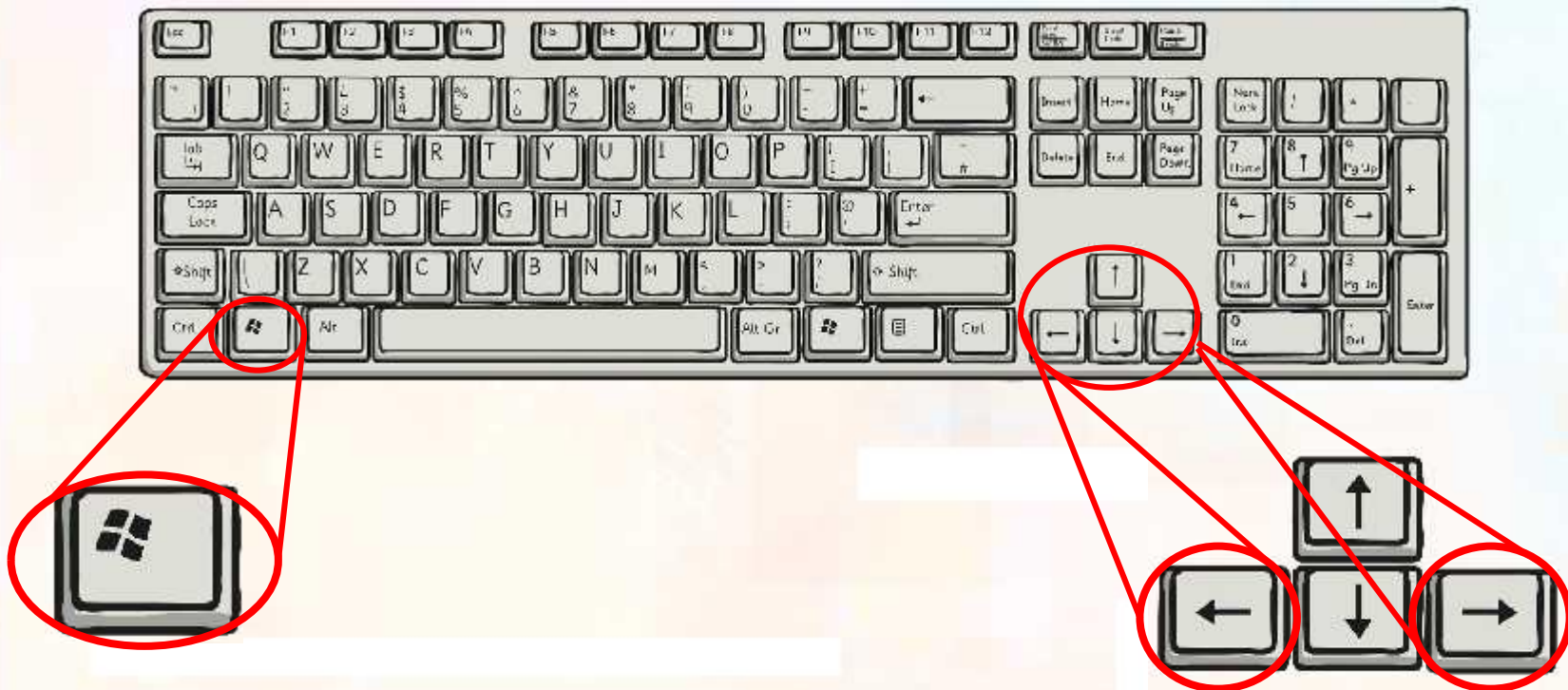
You could even just use lots of different shades of the same colour!



What Contrast Can You See?



Use the shortcut <Windows button> <right/left arrow> to snap both your images onto the screen.



What Contrast Can You See?



Take a journey around the room, looking at the different pictures – what contrast (difference) has each artist produced in their artworks?

Which one do you like the best? Why?

Can you tell what moods or emotions are being shown in each picture?

Aim



I can change the shade of a colour for effect.

Success Criteria

- I can produce lighter and darker shades of a colour.
- I can match colours to particular moods and emotions.
- I can make two versions of a piece of art using different shades.











Computer Art: Creating a Masterpiece!

Aim: To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style. I can use a range of skills to create a piece of art.	Success Criteria: I can combine the styles of at least two artists to create my own artwork. I can recall and use computer skills to produce my own piece of artwork. I can review the work of others and offer suggestions for improvement.	Resources: Lesson Pack Desktop computer /laptop/netbook/ tablet. Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets).
	Key/New Words: Selective, combination, review.	Preparation: Rave Reviews Activity Sheet - per child

Prior Learning: Children will have learnt how to recreate a number of different art styles using a computer in lessons 1-5.

Learning Sequence

	What Can You Remember? Children recall the artists they have learnt about and the tools they have used to recreate their art. Which one do you think looks the best? Which was the most challenging to make? Which did you enjoy making the most?	
	It's All About You: Set the children the challenge of using some of the skills they have learnt to produce their own piece of artwork. (This can be tied into any topic work they have been covering, using a portrait of a famous figure or a picture that relates to what they have been learning. You need to choose the form of the initial image the children will take – photo, scanned drawing etc. – and how the children will access it.)	
	Be Selective: Make it clear to the children that they need to choose particular attributes to include in their artwork. They should only use a maximum combination of three techniques and use their knowledge from lesson 3 to carefully choose the colours and shades they will use. (Adults support as needed based on assessment from previous lessons.)	
	Rave Reviews: Using the Rave Reviews Activity Sheet children are to produce a review of a partner's work. Check that children are referring to artists and techniques.	

Taskit

Showit: Hold your own art gallery exhibition. Create invites and prepare snacks for your guests.

Copyit: Can you use a different medium, such as paint, to recreate the artwork you have produced on the computer?



Computing

Computer Art

Creating a Masterpiece!



Aim

I can use a range of skills to create a piece of art.

Success Criteria

- I can combine the styles of at least two artists to create my own artwork.
- I can recall and use computer skills to produce my own piece of artwork.
- I can review the work of others and offer suggestions for improvement.

What Can You Remember?



Over the last few lessons you have learnt about some different artists and particular features that make their work special.

You have produced your own art using their ideas, but using computer programs to do this!

Have a look back at the work you have created - can you remember what skills you used to create each piece of work?

Which one do you think looks the best?

Which was the most challenging to make?

Which did you enjoy making the most?



It's All About You!



Now it is your turn to become a world famous artist. You are going to combine some of the different skills that you have used, to produce your own original piece of artwork.

You need to think about:

What colours (and shades) are you going to use?
What mood or emotion will this create?



Be Selective



Don't make your work too complicated!

If you use too many different styles it becomes 'busy' and your eye won't know what to focus on.

If it is too fiddly, you may not be able to add colour exactly where you want it.

Too detailed a drawing will make it difficult to complete in time.

So...use a simple picture and 2 or 3 particular art techniques at most. Remember you can use 'Copy and Paste' and different colour combinations to make your image more complex!



Rave Reviews

Once an artist has produced a masterpiece, they like to show it off to the world to see what everyone thinks!

In your review you will need to include:

- **Who made the artwork and what it is called;**
- **Which artists have influenced their style;**
- **What the artwork is capturing (is it a portrait of a famous person, a picture of a famous building?);**
- **How it makes you feel when you look at it;**
- **What you think they have done really well in their artwork.**

Rave Reviews!

Enter your name and the title of the artwork here

How do you feel when you look at the artwork? Write down a few words or phrases that describe the artwork and how you feel about it.

Who made the artwork, what is called?

Which artists have influenced their style?

What is the artwork capturing?

How does it make you feel?

What do you think they have done well in?

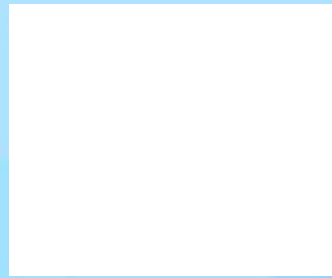
Aim



I can use a range of skills to create a piece of art.

Success Criteria

- I can combine the styles of at least two artists to create my own artwork.
- I can recall and use computer skills to produce my own piece of artwork.
- I can review the work of others and offer suggestions for improvement.



Computing | Creating a Masterpiece!

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I can recall and use computer skills to produce my own piece of artwork.		
I can review the work of others and offer suggestions for improvement.		

Rave Reviews!

I can use a range of skills to create a piece of art.



Now you have each made your own masterpiece, it is time to write a review of someone else's. Complete this activity sheet and then return it to the artist.

Who made the artwork? What is it called?

Which artists have influenced their style?

What is the artwork capturing?

How does it make you feel?

What makes this artwork so special?

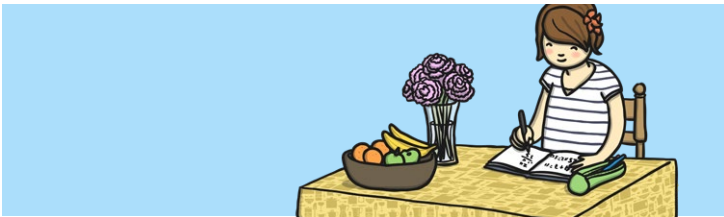
Introduction

This 'Computer Painting' unit will teach your class key skills that will support progression within the KS1 Computing curriculum. The children will have the opportunity to learn about reproducing the painting styles of great artists using computer programs. Each lesson focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software. The lessons do not specify any particular software to be used, though it is worth checking that whatever you are using will allow the children to meet the success criteria. At the end of the unit your class will have the opportunity to use a mixture of the styles and skills learnt within this topic to produce their own computer-painted masterpiece!



Health & Safety

It is important to reiterate how to use the Internet safely when searching for examples of art as well as demonstrating good practice when using a computer and its peripherals so as not to cause damage that may result in injury. If using tablet or laptop-style computers, it would be advisable to create 'stations' at tables to discourage children moving around the classroom with the technology. Make sure that drinks bottles are kept away from electronic items.



Home Learning

Find Me a Photo: Children take and manipulate the colours of a photograph (using a software programme such as Windows Photos or Preview)

Copy Cat: Children recreate a familiar photo or piece of art at home or school, firstly by drawing it and secondly by recreating it using computer art.

Assessment Statements

By the end of this unit...

...all children should be able to:

- access an appropriate program for achieving a specific task;
- switch between program tools to produce different techniques;
- alter the formatting of a tool to adjust the colour or size.

...most children will be able to:

- recreate a piece of art using a computer program;
- manipulate shapes and objects to recreate an art style.

...some children will be able to:

- select appropriate tools with confidence and independence.

Lesson Breakdown

Resources

1. Pixel Pointillism

To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

- I can create computer art.

- Desktop computer/laptop/netbook/ tablet
- Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets)

2. Mastering Mondrian

To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

- I can use a range of tools in a computer program to reproduce a style of art.

- Desktop computer/laptop/netbook/ tablet
- Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets)

3. Producing Picasso

To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

- I can make and edit shapes to create a piece of art.

- Desktop computer/laptop/netbook/ tablet
- Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets)

4. Colour Coding

To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

- I can change the shade of a colour for effect.

- Desktop computer/laptop/netbook/ tablet
- Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets)

5. PC Pop Art

To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

- I can retrieve a file to edit in a computer program.

- Desktop computer/laptop/netbook/ tablet
- Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets)

6. Creating a Masterpiece!

To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

- I can use a range of skills to create a piece of art.

- Desktop computer/laptop/netbook/ tablet
- Software: Windows Paint (alternatives include Doodle Buddy for iPads and PicsArt for Android tablets)