Year 1 - Computing - Digital Art (Information Technology)

Curriculum Objectives

- Use technology purposefully to create, organise and manipulate digital content.

Vocabulary

Pixel	A very small part of a screen	Digital	Something used on technology and is not in paper form

Links Across the Curriculum

Safeguarding– using technology safely
British Values—respecting other people and their resources/ equipment.

Lessons Sequence

1. How do I use pixels to create digital art?

Key Knowledge

Children to learn that some pictures are created using pixels. Children to learn to change colours of individual pixels and to learn how to zoom in and zoom out of the software. Children to learn to recreate an emoji of their choice using a variety of pixel colours.

Disciplinary Knowledge / Skills

Children can recreate an emoji using pixels.

Themes

Information Technology	Using technology purposefully to create digital content.

Diversity in the Curriculum

Heraldo Ortega—Chilean
David Villegas—from the Philippines
Alayna Danner

Outcome

Children to create a digital art version of an emoji.

Character Traits

Curious
Respectful

Stickability

Google form assessment
Digital Leaders

WOW

Children shown a variety of digital art (emojis/ pictures).

Rushey Mead Primary School

Year 2 - Computing - Digital Art (Information Technology)

Curriculum Objectives

- Use technology purposefully to create, organise and manipulate digital content.

Vocabulary

Fill tools	A tool to fill a shape with a specific colour	Outline	The line on the outside of a box or shape

Links Across the Curriculum

Safeguarding– using technology safely
British Values—respecting other people and their resources/ equipment.

Lessons Sequence

1. How can I add shapes and lines to make patterns in Digital Art?

Key Knowledge

Children to learn to use lines and fill tools to make patterns. Children to learn to add a variety of shapes (with different outlines and fills). Children to learn to label patterns/shapes with text. Children to learn to replicate a piece of art digitally.

Disciplinary Knowledge / Skills

Children can explain how to use shapes and lines to create different patterns.

Themes

Information Technology	Using technology purposefully to create digital content.

Diversity in the Curriculum

Heraldo Ortega—Chilean
David Villegas—from the Philippines
Alayna Danner

Outcome

Children to use digital art to recreate a piece of art work.

Character Traits

Curious
Respectful

Stickability

Google form assessment
Digital Leaders

WOW

Children shown a variety of art work that was replicated digitally.

Rushey Mead Primary School

Year 3 - Computing - Digital Art *(Information Technology)*

Curriculum Objectives

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Vocabulary

Reflective symmetry	A technique used where the shape or design/pattern is the same on both sides	Rotate	To turn something (like a shape) around
Zoom	To zoom in and out of something to get a closer look		

Links Across the Curriculum

Safeguarding– using technology safely
British Values—respecting other people and their resources/equipment.

Lessons Sequence

1. What tools can I use to make effective digital art?

Key Knowledge

Children to learn to use lines, fill tools and copy/paste to create different pattern effects. Children to learn to rotate pixels and images to create effective digital art. Children to learn to use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.

Disciplinary Knowledge / Skills

Children are able to create reflective symmetry effects using various tools and techniques available to them.

Themes

Information Technology	Using technology purposefully to create digital content.

Diversity in the Curriculum

Heraldo Ortega—Chilean
David Villegas—from the Philippines
Alayna Danner

Outcome	Character Traits	Stickability	WOW
Children to create a piece of digital art which includes a variety of patterns, shapes and lines.	Curious
Respectful	Google form assessment
Digital Leaders	Children shown a variety of art work that was replicated digitally.

Rushey Mead
Primary School

Year 4 - Computing - Digital Art *(Information Technology)*

Curriculum Objectives

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Vocabulary

Frame	A picture size/scene	Layers	Different layers on a piece of digital art
Animation	Giving drawings or digital art movement		

Links Across the Curriculum

Safeguarding– using technology safely
British Values—respecting other people and their resources/ equipment.

Lessons Sequence

1. How can I animate Digital Art?

Key Knowledge

Children to learn to use layers, stamps and multiple frames to begin to create an animation. Children to learn to label their work with text and will learn strategies to ensure their work is fit for purpose (e.g. colours do not clash, text is clearly visible, suited to the audience/purpose).

Disciplinary Knowledge / Skills

Children are able to create a piece of animated digital art.

Themes

Information Technology	Using technology purposefully to create digital content.

Diversity in the Curriculum

Heraldo Ortega—Chilean
David Villegas—from the Philippines
Alayna Danner

Outcome

Children to create an animated piece of digital art.

Character Traits

Curious
Respectful

Stickability

Google form assessment
Digital Leaders

WOW

Children shown a variety of animated digital art.

Rushey Mead
Primary School

Year 5 - Computing - Graphic Design (Information Technology)

Curriculum Objectives

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Vocabulary

Combine	Putting two things together so they are easier to manipulate/edit.	Bring to front	Bringing a shape or piece of text to the front layer
Send to back	Sending a shape or piece of text to the back layer	Recreate	Using something else as inspiration to create something new. This is not copying.

Links Across the Curriculum

Safeguarding– using technology safely
British Values—respecting other people and their resources/equipment.

Lessons Sequence

1. What tools can I use to recreate an icon?

Key Knowledge

Children to learn to create an icon using different shapes and fill tools (Google Slides). Children to learn to combine shapes/lines and to learn how to bring shapes to the front/send to the back. Children to learn to change colour and text (including colour, size and style) to recreate a familiar icon. Children to learn to arrange images so that the icon can be clearly seen.

Disciplinary Knowledge / Skills

Children are able to recreate an icon.

Themes

Information Technology	Using technology purposefully to create digital content.

Diversity in the Curriculum

Heraldo Ortega—Chilean
David Villegas—from the Philippines
Alayna Danner

Outcome

Children to recreate an icon using their learning.

Character Traits

Curious
Respectful

Stickability

Google form assessment
Digital Leaders

WOW

Children shown a variety of graphic design pieces.

Rushey Mead Primary School

Year 6 - Computing - Graphic Design (Information Technology)

Curriculum Objectives

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Vocabulary

Transparency	How see through something is	Colour picker	A tool used to get the exact shade of a specific colour from an image or pixel
Gradient	The gradual blending of one colour to another	Opacity	The amount of light/brightness of an object. The higher the opacity the less light can pass through the object or shape
HTML colour code	A unique code given to shades of colours so they can be easily referenced and used by different people		

Links Across the Curriculum

Safeguarding– using technology safely
British Values—respecting other people and their resources/equipment.

Lessons Sequence

1. How can I manipulate shapes to create graphic design?

Key Knowledge

Children to learn to add, adjust and fill shape colours. Children to learn to group shapes to improve accuracy and speed. Children to learn to add and customise different gradient effects on their graphic design. Children to learn to adjust transparency and opacity and to learn how to use a colour picker correctly whilst knowing why this is useful (e.g. when using other icons for inspiration, there are hundreds and thousands of shades of each colour so it is important to be able to get the specific shade/HTML colour code). Children to learn to accurately rotate shapes and are able to assess their work to ensure it is fit for purpose.

Disciplinary Knowledge / Skills

Children are able to manipulate different shapes and patterns/tools to create a piece of graphic design.

Themes

Information Technology	Using technology purposefully to create digital content.

Diversity in the Curriculum

Heraldo Ortega—Chilean
David Villegas—from the Philippines
Alayna Danner

Outcome	Character Traits	Stickability	WOW
Children to create a piece of graphic design using a variety of shapes and colours.	Curious Respectful	Google form assessment Digital Leaders	Children shown a variety of graphic design pieces.