

Year Group: 2	Term: Summer 1	Topic: Painting and Design
NC Links		
<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school 		
Other Curriculum Links		
Art, current literacy text, History (<i>Great Fire London or Significant People in History</i>), Geography (<i>Antarctica or Comparing Mexico to NE</i>)		
Topic Overview		
<p>In this topic, children will support skills learnt from Year 1 and aim to progress them. Children will still paint using different colours, brushes and creating shapes. Children can begin topic by using a simple painting app (2Simple, Microsoft paint), either on desktop computers or iPads to consolidate previous year. However children will then progress onto more complex apps and discover different design opportunities using Moldiv, YouNews Ed, Typorama, Colour Splash, Pixomatic and Skitch. Class teacher may feel some of these apps are more appropriate for the year group than others. Children should be taught concept of app smashing, as not all will have been given this opportunity in Year 1. App smashing could occur by mixing a variation of the listed apps, including the iPad camera. Children could attempt this by using only 2 apps to begin with e.g. editing a photo using Colour Splashing and then uploading it to Moldiv.</p>		
Links to Rights Respecting		
<p>Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p> <p>Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.</p>		
Links to North East Ambition		
<p>Children will look at different careers within computing and how the subject is evolving every day. Teachers can reference jobs/companies that are recognised globally (apple, Microsoft etc.) or locally (Sunderland Nissan, Newcastle University, CAS). Jobs may include: Engineer, Game Designer, Cyber Crime Officer, Photographer, Video Animator, Office Worker etc.</p> <p>GATSBY BENCHMARK 3 GATSBY BENCHMARK 4 GATSBY BENCHMARK 5</p>		
Possible Visits/Visitors		
Trip to art gallery		

Essential Subject Skills to be covered

- Control when drawings appear and set the pen colour, size and shape
- Use a range of applications and devices in order to communicate ideas, work and messages.

Overall Learning Outcomes

The main learning outcomes will be for children to paint using different colors, shapes and brushes. Children can then apply these skills on different painting/design apps and begin basic app smashing.

Learning Intentions (for use in self assessment at end of topic)

- I can paint with different colours
- I can paint with different brushes
- I can create shapes and fill areas
- I can make changes to improve my work
- I can change the shade of a colour for effect
- I can adjust the formatting of a tool to change the colour or size
- I can combine 2 different apps to app smash

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Possible Activities		
<ul style="list-style-type: none">• https://www.twinkl.co.uk/resource/tp-i-0125-planit-computing-year-2-computer-art-unit-pack (Twinkl Painting Year 2 unit pack)• Poster design• Toy design• Advert design• News Report design• Book character design• Reproduce famous artists work online (following Twinkl planning)		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none">• Screen shots could be used to record work if using an iPad and unable to save. Webdav application could be used to store class screenshots		

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Assessment			
<p>Ongoing assessment from guided activities, observations, discussions, questioning and work evidence. A suggested activity is:</p> <ul style="list-style-type: none"> • End of topic project - can they independently produce a piece of art based around a theme or topic chosen by class teacher 			
	x.1	x.2	x.3
To communicate	Beginning to use a range of applications and devices in order to communicate ideas, work and messages.	Use a range of applications and devices in order to communicate ideas, work and messages.	Can independently use a range of applications and devices in order to communicate ideas, work and messages.
Draw	Beginning to control when drawings appear and set the pen colour, size and shape.	Control when drawings appear and set the pen colour, size and shape.	Can independently control when drawings appear and set the relevant pen colour, size and shape.