



# Fellside Community Primary School Computing Curriculum

## Year 1 – Creating Media – Digital Painting

### Unit introduction

During this unit, learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

### Overview of lessons

Lesson	Brief overview	Learning objectives
How can we paint using computers?	This lesson introduces learners to the freehand tools available for digital painting.	To describe what different freehand tools do <ul style="list-style-type: none"> <li>● I can make marks on a screen and explain which tools I used</li> <li>● I can draw lines on a screen and explain which tools I used</li> <li>● I can use the paint tools to draw a picture</li> </ul>



<p>Using shape and lines</p>	<p>This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.</p>	<p>To use the shape tool and the line tools</p> <ul style="list-style-type: none"> <li>• I can make marks with the square and line tools</li> <li>• I can use the shape and line tools effectively</li> <li>• I can use the shape and line tools to recreate the work of an artist</li> </ul>
<p>Making careful choices</p>	<p>This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist.</p>	<p>To make careful choices when painting a digital picture</p> <ul style="list-style-type: none"> <li>• I can choose appropriate shapes</li> <li>• I can make appropriate colour choices</li> <li>• I can create a picture in the style of an artist</li> </ul>
<p>Why did I choose that?</p>	<p>This lesson increases learners’ understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.</p>	<p>To explain why I chose the tools I used</p> <ul style="list-style-type: none"> <li>• I know that different paint tools do different jobs</li> <li>• I can choose appropriate paint tools and colours to recreate the work of an artist</li> </ul>



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		<ul style="list-style-type: none"> <li>I can say which tools were helpful and why</li> </ul>
Painting all by myself	Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.	<p>To use a computer on my own to paint a picture</p> <ul style="list-style-type: none"> <li>I can make dots of colour on the page</li> <li>I can change the colour and brush sizes</li> <li>I can use dots of colour to create a picture in the style of an artist on my own</li> </ul>
Comparing computer art and painting	Learners compare their preferences when creating paintings on computers and on paper.	<p>To compare painting a picture on a computer and on paper</p> <ul style="list-style-type: none"> <li>I can explain that pictures can be made in lots of different ways</li> <li>I can spot the differences between painting on a computer and on paper</li> <li>I can say whether I prefer painting using a computer or using paper</li> </ul>



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## Progression

Learners should be familiar with:

- How to switch their device on
- Usernames
- Passwords

For an introduction to keyboard and mouse skills, learners may benefit from completing the Year 1 Computing Systems & Networks unit prior to this unit.

Please see the learning graph for this unit for more information about progression.

## Curriculum links

### [National curriculum links](#)

#### **KS1 Computing**

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

#### **KS1 Art and Design**

Pupils should be taught:

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
- About the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines and making links to their own work



## Assessment

### Formative assessment

Assessment opportunities are detailed in each lesson plan. The learning objectives and success criteria are introduced in the slide deck at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

## Subject knowledge

Before teaching this unit, you should ensure you are familiar with the following:

- Lesson 1: The freehand painting tools in Microsoft Paint or the online app Paintz ([paintz.app](https://paintz.app)), or another appropriate digital painting program
- Lesson 2: The style of Piet Mondrian (or another appropriate artist); primary colours; and the line, shape, fill, and undo tools in the digital painting program you've chosen
- Lesson 3: The style of Henri Matisse (or another appropriate artist); the shape, fill, and undo tools in the digital painting program you've chosen
- Lesson 4: The following painting tools in the digital painting program: paintbrush, pencil, fill, erase, undo, shape, and brush styles (e.g. spray can) if available
- Lesson 5: The following painting tools in the digital painting program: paintbrush, undo, brush sizes, and brush styles if available
- Lesson 6: The following painting tools in the digital painting program: paintbrush, pencil, fill tool, eraser, undo, shape tool, and brush styles if available

Enhance your subject knowledge to teach this unit through the following free training opportunities:

### Online training courses

- [Raspberry Pi online training courses](#)



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### Face-to-face courses

- [NCCE face-to-face training courses](#)

Resources are updated regularly — please check that you are using the latest version.

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