Year group: Year 1	Area/topic: Digital Art – Purple Mash (Autumn 2)
(objectives from NC/ELG/Development matters) Pupils to be taught: • Use technology purposefully to create, organise, store, manipulative and retrieve digital content.	

Prior learning	Future learning
Children in Reception would have explored the website 'Purple Mash' so would be familiar with some of its features. During Spring 1, children in Reception would have used the 2Do '2paint' on Purple Mash to create a picture. Children should already be familiar with how to switch on their device. They should also have been issued with an iPad Licence in Reception so should be aware of where their username and password for Purple Mash can be found (Children may still need support with logging in).	In Year 2, the children will use the skills of using technology to create, organise, manipulative and retrieve digital content more independently when they begin to use sites such as 'Scratch Jr' and 'j2Data'.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
• To recognise that technology can be used to create art. • To change the colour of the paint. • To use the 'Fill Tool' to colour in a large section quickly.	• Children to use the 2Do '2 Paint a Picture' on Purple Mash.

- To use the 'erase' tool to correct a mistake.
- To use the 'undo' button to correct a mistake.
- To change the size of the line the pen draws (making it thinner and thicker).
- To understand how to save the artwork independently.
- To combine these tools to create a piece of artwork.
- To understand how to find their work from the previous lesson and add to it.

Extensions
- To consider the impact of the choices made.
- To compare painting using a computer with painting using brushes.

Key vocabulary

- Purple Mash – The website the children will be using to create their digital art.
- 2DO – The activity that has been set for the children to create their digital art on – The activity in this case will be called '2 Paint a Picture'.
- Digital Art – Creating a piece of artwork using technology.
- Device – Any computer, phone, camera, video camera, audio recording device or other electronic devices that can be used for creating, storing, or transmitting information.
- Create – To make something.
- Internet – Many devices are connected to the internet. It allows them to see things online and communicate with others.
- Purpose – The reason you are doing something.
- Modify – To make changes
- Online tools – Buttons that allow you to do different things.
- Program – A set of instructions that a computer uses to perform a specific function.

- Children to learn how to save their work so that it can be printed off once finished.
- Children to explain the steps they took to create their artwork explaining which tools had what effect.
- Children to verbalise what impact their choices have made on their picture.
- Children to verbalise which method they prefer to create artwork (computers or paintbrushes) and why.

Common misconceptions	Books linking to this area
• The undo button is the same as the erase button. Children should be made aware of the differences between the erase and undo button. Explain that the undo button will delete the last action they completed whereas the erase button will let them 'rub out' any part of their picture that they don't want.	• Dot – Randi Zuckerberg This book could be used when comparing a computer with painting using brushes.

Memorable first hand experiences	Opportunities for communication
• Children will get to use iPads to create their own digital artwork. • The artwork could be printed to create a 'digital artwork' gallery.	There will be lots of opportunities for children to discuss the steps they took to create their artwork. Specifically, discussing which online tools they used and what impact they had. Children will also discuss which method they prefer to use to create digital artwork (computers or paintbrushes).

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
- Make sure the children are using the correct equipment for them. - Consider headphones to support the child to hear. - Have someone available to read any text that is on the screen.	- Consider adjusting the brightness and colour so they can see the screen more easily. - Have someone available to read any text that is on the screen. - Shorter steps given at appropriate time. - Simpler logins. - Adult to support with logging in. - Print out which the different functions and tools on. - Step by step guide printed out for them to refer to.
Social, Emotional and Mental health	Sensory and Physical
- Timer so they understand when they will need to log off. - Clear boundaries. - Online safety instructions made clear.	- Larger text/equipment. - Print offs instead of screen time. - Appropriate desk, chair, keyboard and mouse.