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| **Digital painting** | | |
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| Create a digital painting | | |
| **Subject(s):** Art & Design, Computing  **Approx. time:** 60 – 80 minutes |  | **Key words / Topics:**   * Digital art * Digital painting * Creative media * Artists * Drawing * Computer * Mondrian * Abstract art |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
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| **Suggested learning outcomes** |  |  |
| * To recognise how we use technology to help us create art * To use technology to create artwork * To learn about famous artists | | |
| **Introduction** |  |  |
| This is one of a set of resources designed to allow learners to develop their knowledge and skills in Computing and Art and Design. This resource has been developed with assistance from Archives of IT and focusses on the creation of digital art by digital painting. The main activity involves learners studying the work of the famous Dutch artist Piet Mondrian, then using this as inspiration to create their own art in a Mondrian style using Paint software. | | |
| **Purpose of this activity**  In this activity learners will develop an understanding of Piet Mondrian’s abstract geometric art then use paint software to create their own art, inspired by Mondrian’s work.  This activity could be used as a main lesson activity, to introduce the concept of digital art and increase understanding of the creative approaches of different artists. Alternatively it could be used to introduce or reinforce how to use software to create images. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction (5 minutes)**  Teacher to introduce the concept of digital art. Learners to watch the short video on the history of Art in IT on slide 4, exploring how IT has changed and impacted how we create and observe art.  **The Art of Piet Mondrian (10-20 minutes)**  Using slides 5-8 in the presentation, discuss the artist Piet Mondrian. What are the common characteristics of this art? What do learners like/dislike about this style of work? How does it make them feel?  **Creating digital art (45-55 minutes)**  Teacher to demonstrate the paint software that is to be used, highlighting the tools. As a class complete the table on slides 10 and 11.  Children will have a go at creating their own digital art in the style of Piet Mondrian using the Paint programme on the computer:  **Step 1:** Draw the vertical lines. Piet Mondrian uses straight black lines in his pieces.  **Step 2:** Draw the horizontal lines. Piet Mondrian uses straight black lines in his pieces.  **Step 3:** Fill in different blocks with different colours. |  | **The Art of Piet Mondrian**  Learners should be encouraged to consider and offer opinions and express the emotions provoked whilst engaging with the art.  For information, the record price for a Mondrian artwork in this style is £32.1 million (https://www.bbc.co.uk/news/entertainment-arts-32749820).  **Creating Digital art**  The teacher may need to demonstrate how to use the image manipulation software if necessary.  If appropriate consents are in place in school for the display of images on an external website, in particular taking into account GDPR regulations if these include details that identify learners, the school could share the produced artwork with the Archives of IT by emailing it to [education@archivesit.org.uk](mailto:education@archivesit.org.uk). Images sent in this way may be shared by Archives of on their website or via social media |
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| **Differentiation** |  |  |
| **Basic** |  | **Extension** |
| * Teacher to provide some pre-designed artworks within Paint for children to edit. |  | * Try using the different tools within the Paint programme to see if they can create different effects. * Recreate work by other famous artists. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Computers / laptops / tablets * Paint image manipulation software |  | | icon-ppt Presentation – Digital painting |
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| **Additional websites** |  | |  |
| * Archives of IT <https://archivesit.org.uk/> * WikiHow – How to make digital art <https://www.wikihow.com/Make-Digital-Art#:~:text=To%20make%20digital%20art%2C%20start,without%20messing%20up%20the%20rest>. * What is digital art – Eden Gallery<https://www.eden-gallery.com/news/what-is-digital-art#:~:text=Anything%20produced%20or%20made%20on,be%20classified%20as%20digital%20art> * Record price for Mondrian artwork <https://www.bbc.co.uk/news/entertainment-arts-32749820> * National Gallery online images: <https://artuk.org> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Identify how various pieces of artwork were created, using slides 2 and 3 in the presentation. | | **Plenary** (Options)   * Learners to present their work to the rest of the class identifying what they like about the image and areas for improvement.. * Watch the videos from professional digital artists (<https://archivesit.org.uk/>, slide 16 of the presentation) and discuss the jobs they could do in this sector. | |
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| **The Engineering Context** |
| Engineers use image editing software with images to highlight areas of interest in existing products or facilities (such safety issues that require attention), so that these can be easily understood in communications. They also use this type of software to modify the appearance of ideas in images of design ideas, to show these to potential customers for their opinions. |

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| **Curriculum links** | |
| **England: National Curriculum**  KS1 Art & Design   * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * learn about the work of a range of artists … and making links to their own work.   KS1 Computing   * use technology purposefully to create digital content. * use technology safely and respectfully | **Northern Ireland Curriculum**  KS2 Art and design   * Look at and talk about the work of artists … * Use a range of media, materials, tools and processes … to realise personal ideas and Intentions |
| **Scotland: Curriculum for Excellence**  Art and design   * EXA 2-02a: opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.   Technologies  Digital Literacy   * TCH 2-01a: extend and enhance knowledge of digital technologies … and organise these in an appropriate way.   Craft, Design, Engineering and Graphics   * TCH 2-11a: use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products. | **Wales: National Curriculum**  Expressive arts   * Exploring the expressive arts … * Creating combining skills and knowledge, drawing on the senses, inspiration and imagination * Cross-curricular skills: digital competence |
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| **Assessment opportunities** |
| * Formal teacher summative assessment of digital images produced by learners. * Peer feedback on produced images. |