



### Mouse Draw

Open the programme and choose Mouse Draw.  
 Talk about the different colours of the pencils.  
 Older children may be able to point to the primary and secondary colours.  
 Discuss which colours are warm and cold.

#### Top tip

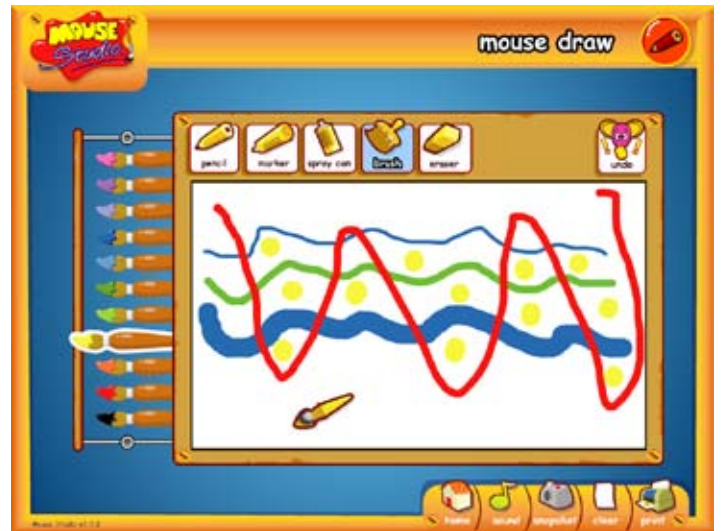
Spray cans - there are 7 colours on the screen but if you want to use a different colour select the pencil first, choose a colour and then click on the 'spray can' icon. Spray your picture in the new colour.

#### ACTIVITY 1: Take a line for a walk

Ask the children to start by choosing either the pencil, the marker pen or the brush.  
 Choose a colour and tell them they are going to take a line for a walk.  
 Always encourage the children to start at the left hand side and continue along to the right hand side (good for beginning to develop handwriting skills).  
 Continue the activity but change the colour of the tool.

#### Saving your picture

Do you want to save your picture?  
 Click on the 'snapshot' icon. You can write your name in the box if you like. Click 'yes' to save and 'ok' to continue.  
 You can look at your picture at any time by clicking on the icon 'visit the gallery'. This is found at the bottom left hand corner of the screen on the main menu.



#### ACTIVITY 2: Warm and cool patterns

Choose either the pencil, marker or brush tool to make a pattern.  
 Discuss warm and cool colours and ask the children to decide which pattern they would like to make. They can then make a cool or warm pattern or picture.  
 Any patterns can be saved by following the instructions in the first activity – see above.  
 Discuss the different warm and cool regions in the world and make a display for the classroom.  
 Children could sketch their own warm or cool picture away from the computer using a range of different media in the appropriate colour e.g. pastels, crayons, water colours, pieces of tissue paper and foil.



### ACTIVITY 3: Self portraits

#### Art QCA Unit 1A (Years 1 – 2)

##### Materials needed:

Pictures and posters by a range of painters, photographers and illustrators.

- Digital camera
- Card

##### What to do

Display the different pictures and discuss:

The main shapes and colours used in each picture, how are they different? Are they similar in any way?

What is the person or people doing?

Look at the clothing and any props used in the portrait.

Ask the children to imagine themselves in a portrait, what would they be doing? What would they wear? Would they hold a favourite toy? Where would they be, indoors or outside?

##### Portraits and self-portraits

If possible, take pictures of the children in class using a digital camera.

Look at the pictures together.

Now give the children small mirrors so they can look at themselves - ask them to look especially at the shape of their face, eyes and nose.

Give each child in one group a piece of paper and explain that they are going to use the mirror to draw a self-portrait - they can include their whole body or just their head and shoulders.

Ask another group to use the CD-ROM Mouse Draw on the computer, draw a picture of themselves and print it out.

Swap the groups around. When each group has completed both activities, compare the two copies - i.e. the hand drawn image and the computer image.

Which was easier to do? Why?

