



Unit 6D: Multimedia, Linking Pages and Creating Web Pages

About this Unit:

In this unit children learn to create a multimedia document using text, images, and sounds. They will be taught to create links between pages and show sensitivity to the needs of their audience.

Children will apply what they have learnt in this unit when communicating and presenting information in music, art, history, geography, science, curriculum cymreig, design and technology.

Where this Unit fits in:

Children may have created individual multimedia pages in earlier units.

This unit assumes that children are familiar with tree diagrams.

Vocabulary:

Interactive | hot spot/hyperlink | attach | hypertext

Resources:

Multimedia authoring package | microphone | CD-ROMs (Internet browser) | printouts of sample pages | Web based web page creator such as www.schoolsik.com

Expectations: at the end of this unit,

Most pupils will be able to use a multimedia authoring program to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text.

Some pupils will only be able to: use a multimedia authoring package to assemble images, sound and text on a multimedia page.

Some pupils will also be able to: use a multimedia package to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text; create pages which offer users a variety of options; create web pages using templates, present information that matches the needs of the audience.

These units have been adapted from material available on the QCA Schemes of Work website



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Setting the Scene <ul style="list-style-type: none">• key idea: that computer software can include a range of media and gives the user a range of options• Discuss with the class the difference between a CD-ROM and books and videos, and demonstrate that a CD-ROM includes a range of media and offers the user different options. Discuss how these options address the needs of different audiences.• Understand the potential of multimedia.• Children should be encouraged to think about the advantages and disadvantages of multimedia and how it compares with other forms of communication, such as telling a story.			
Short Focused Tasks <ul style="list-style-type: none">• technique: to design multimedia pages• Show the class a variety of multimedia page designs. Discuss how emphasis and location help the user understand the page, <i>e.g. how buttons are placed consistently, how bright colours and sizes are used to indicate importance, how pictures and text complement each other.</i>• Ask the children to evaluate a CD-ROM or Internet home page and list the features which they think work or do not work.• Recognise the features of good page design.• Features of good page design include buttons placed consistently, easy to understand icons, clarity, appropriate use of pictures and text, appropriate use of colour.			

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Short Focused Tasks			
<ul style="list-style-type: none">• technique: to sample sounds.	<ul style="list-style-type: none">• Remind them how to record sounds using a microphone and show them how to create a button which plays the sounds.• Divide the class into groups and ask them to create a page which includes a menu of sounds. The page could be a page of sounds recorded from musical instruments, or an interactive birthday greeting for an infant class, which includes hot spots linked to sounds.	<ul style="list-style-type: none">• Create a page of sounds which are activated by appropriately named and positioned buttons.	<ul style="list-style-type: none">• If a microphone is not available, appropriate sounds could be 'dragged and dropped' from a CD-ROM.
<ul style="list-style-type: none">• technique: to produce a diagram that shows the links between pages.• technique: to create buttons to link pages.	<ul style="list-style-type: none">• Demonstrate how buttons can create links between pages.• Prepare a set of A4 sheets showing sample multimedia pages without links. The set should include a menu page and pages which lead to a number of following pages.• Ask the children to work in groups to identify the links between the pages, draw on any necessary buttons and write next to the buttons the page to which they link.• Ask each group to produce a flow chart showing the links between the pages. The arrows on the flow chart should be labelled with the choice that would appear on screen.	<ul style="list-style-type: none">• Organise sample screens and identify appropriate choices and links.	<ul style="list-style-type: none">• Children who find connecting pages easy to understand could be introduced to the idea of branching structures and web-like structures.

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Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Short Focused Tasks (Cont.)			
<ul style="list-style-type: none">to create web pages as part of a class project using www.schools.ik.com.	<ul style="list-style-type: none">Explain to the class that they will use what they have learnt to create a web site on a topic they have studied, which includes images, sounds and text.Discuss the project to be used, then divide the class into small groups and ask each group to choose an aspect of the project for their web page.Show the children how to choose a template page, enter text and upload images showing how the pages link. Children should then design their pages on screen and print out their results.The pages should be linked together to form one project website.	<ul style="list-style-type: none">Design and link pages to create a class project web site to provide information on a class topic studied.	<ul style="list-style-type: none">Schools with their own website could create a link to the Year 6 project to extend the school site and showcase the children's work. Parents and children could view it from home, providing a useful home/school link.
Assessment Task			
<ul style="list-style-type: none">to use a multimedia authoring program to organise, refine and present information in different forms for a specific audience.	<ul style="list-style-type: none">Explain to the class that they will use what they have learnt to create a multimedia linked presentation, which includes images, sounds and text. Ask the class to recall what they have learnt so far.Divide the class into small groups and ask each group to choose a subject for their presentation and to describe their audience. Ask each group to draw a diagram of their presentation, showing how the pages link. Children should then design their pages on screen and print out their results.	<ul style="list-style-type: none">Understand the potential of multimedia.Create sounds which are activated by appropriately named and positioned buttons.Design pages and links which present the user with clear information.	<ul style="list-style-type: none">Schools with Internet links could use electronic mail to share sound, text and graphic attachments with other schools. For example, they could collect samples of spoken greetings or other phrases.

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