



Unit 7.1: Using ICT

About this Unit:

In this unit pupils create a multimedia presentation using text, images and sound. In creating their pages, pupils are expected to be sensitive to the needs of their audience.

The unit gives pupils the opportunity to learn about a variety of general topics, such as rules for working with ICT, saving and printing, respecting other people's work and keeping drafts for assessment portfolios. It also prepares pupils for working in a networked ICT room.

Curriculum Cymreig: the presentations could include a brief description of Swansea and its history.

The unit is expected to take approximately **6 hours**.

Where this Unit fits in:

This unit links with unit 6A 'Multimedia Presentation' in the Key Stage 2 Scheme of Work. This unit is designed as a bridging unit. It builds on the skills pupils have learnt in Key Stage 2 and enables teachers to assess pupils' abilities and prior learning.

Expectations

At the end of this unit

most pupils will: use a multimedia authoring package to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text

some pupils will not have made so much progress and will: use a multimedia authoring package to assemble images, sound and text on a multimedia page

some pupils will have progressed further and will: use a multimedia package to organise, refine and present a set of linked multimedia pages, which incorporate images, sound and text; create pages which offer users a variety of options; present information that matches the needs of the audience.



Scheme of Work for Information Communication Technology

Vocabulary and Resources

Spacebar | Enter | Delete | Backspace | Save | Retrieve | log on| drafts| plagiarism

Word Processor | Examples of writing | Published books, magazines and newspapers

Resources include:

- multimedia authoring package
- digital camera and scanner
- microphone



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Activity 1			
<ul style="list-style-type: none"> to work on a specific task for an extended period 	<ul style="list-style-type: none"> Explain to the class that they are going to produce a multimedia presentation about themselves and their home town. Revise the process of making a presentation and suggest topic content. Pupils should have the opportunity to input simple graphics using digital cameras and scanners and to record sound for their presentation. The presentation should ideally include links to other pages, but simple action buttons, <i>e.g. to activate sound</i>, would suffice. 	<ul style="list-style-type: none"> produce a multimedia presentation with text, graphics and sound 	<ul style="list-style-type: none"> Pupils should choose the content, <i>e.g. the primary school, family or hobbies</i>. Pupils could work in groups, but should be individually responsible for producing one page of a presentation.
<ul style="list-style-type: none"> to use the network and associated equipment 	<ul style="list-style-type: none"> During the production of their multimedia presentation explain to pupils how to log on to their area of the network and how to save their work. Discuss the conventions of behaviour relating to respect for others' work, use of passwords, copying and plagiarism. Ask the pupils to save drafts of their work. This is also an opportunity to explain both the conventions for using equipment, <i>e.g. printers, disks</i>, and the responsible use of equipment, <i>e.g. screen settings and use of the network</i>. 	<ul style="list-style-type: none"> use network and equipment correctly and efficiently 	<ul style="list-style-type: none"> All conventions referred to here will differ from establishment to establishment, but this unit offers the opportunity to teach them to pupils while they are engaged in a worthwhile activity.
Activity 2			
<ul style="list-style-type: none"> to present final results 	<ul style="list-style-type: none"> Ask the pupils to present their completed multimedia presentation to the class or a small group. Ensure that pupils print out and save a series of drafts. Show them how to annotate each draft, <i>e.g. indicating why subsequent changes were made</i>. Discuss ways of annotating printed output to show such things as sound content. 	<ul style="list-style-type: none"> present their multimedia work, suitably annotated 	<ul style="list-style-type: none"> As a result of this activity, and through the work pupils have done during the previous activity, it should be possible to assess the level of pupils' ICT knowledge and experience.