



Unit 7.3 Processing Text and Images

About this Unit:

In this unit pupils work in small groups to prepare a printed newspaper. They gather, process and output information in text and image form and explore a variety of image-capture and image-manipulation methods to create suitable image data. They learn to develop strategies of group working, including data sharing across networks.

There are opportunities for links with English when pupils develop the text for the newspaper. Links could also be made to other subjects when choosing the topics for the articles, *eg the weather, sport*. The newspaper could be produced in another language, providing opportunities to collaborate with the modern foreign languages department.

Note: in some areas the local press are happy to assist or contribute to such activities. It may also be possible to integrate this task within a single 'activity week'. **Curriculum Cymreig:** Welsh subjects should be selected for the newspaper stories.

This unit is expected to take approximately 7 hours.

Where this Unit fits in:

This unit builds on the Key Stage 2 scheme of work, in particular unit 3A 'Combining text and graphics', unit 4 A 'Writing for different audiences', unit 4B 'Developing images using repeating patterns', unit 4D 'Collecting and presenting information: questionnaires and pie charts', unit 5B 'Analysing data and asking questions: using complex searches' and unit 5C 'Evaluating information, checking accuracy and questioning plausibility'.

Pupils may already have worked in small groups in ICT, and this unit will build on that practice. The unit also acts as an introduction to networking ICT resources.

Expectations

At the end of this unit

most pupils will: work collectively to organise, refine and present a newspaper using a template designed through analysis of audience needs; identify image requirements, acquire and process images by the most appropriate method; share information freely among the group; apply their template and system to the production of further printed output

some pupils will not have made so much progress and will: work within a group and help in organising, refining and presenting a newspaper using a template; scan suitable images from identified sources; share information

some pupils will have progressed further and will: develop a process of newspaper production that divides tasks into clearly defined subtasks with clarity in the analysis and design of the solution (extra work may involve advanced processes, *eg simulating pre-press production, creating separation film*); manage and time subtasks; develop a range of appropriate template styles for a variety of uses



Vocabulary and Resources

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- digital images, *eg scanner, digital camera, frame capture, file type, resolution, dpi (dots per inch)*
- desktop publishing, *eg line art, template, greyscale, attributes*
- file types, *eg compression, bitmap, vector graphic, CMYK (cyan, magenta, yellow, key/black)*

Speaking and listening - through the activities pupils could:

- collaborate with others to share information and ideas, and solve problems

Reading - through the activities pupils could:

- identify the main points in each paragraph, distinguishing key points from supporting material

Resources include:

- desktop-publishing software
- word-processing software
- scanner
- digital camera
- video-capture software and hardware
- photo CD, clip art

Some resources will need to be saved in shared networked areas.



Learning Objectives <i>Pupils should learn...</i>	Possible Activities	Learning Outcomes <i>Pupils can...</i>	Consider
Activity 1			
	<ul style="list-style-type: none"> Explain to the class that they are going to work in groups of three to five pupils to produce a newspaper. Explain that the newspaper will have a minimum of two sides and that each member of the group will have responsibility for at least one part of the paper. The paper will include appropriate images that must be in digital format and collected/prepared from a variety of sources. The content should be up to date and reflect the interests of the chosen audience, and be produced using shared resources. Teachers may use real examples for discussion, e.g. house styles. 		<ul style="list-style-type: none"> The content of the newspaper could be produced through coordinated working with English and other subject areas. Teachers should make a decision about the newspaper theme before starting this unit or in discussion with pupils. ICT sessions should, wherever possible, deal with imaging, networking, systems and final production. The text content should ideally have been produced beforehand, since the objective is for pupils to manipulate the text not produce it.
<ul style="list-style-type: none"> that newspapers use layouts that provide a recognised 'style' to identify key information 	<ul style="list-style-type: none"> Ask pupils to prepare an analysis of the main criteria behind the layout of newspapers and other publications through discussion and comparison of different styles. The following must be included: headings; subheadings; body text; columns; boxes; graphics; fonts; and font size. Ask pupils to identify the main points in each paragraph of a newspaper story and explain how to follow the sequence of ideas being described. 	<ul style="list-style-type: none"> describe a variety of newspaper 'styles' based on a few key elements of design and layout identify the key information contained in newspaper text 	<ul style="list-style-type: none"> Links with local newspapers could be used here to enhance the learning experience.

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
<ul style="list-style-type: none">• that collaborative and systematic working is helpful to complete complex tasks	<ul style="list-style-type: none">• Discuss the structure of a small newspaper team and look at the design steps needed to produce a newspaper. Give out a flow diagram of the key processes and outcomes involved in newspaper production and discuss its structure. Include choice of audience, analysis of audience's needs, gathering of data/information, processing of data/information and production of final copy.• Discuss how groups share information and exchange ideas.	<ul style="list-style-type: none">• demonstrate collaborative working and a systematic approach• contribute usefully to group activity, showing understanding of the task	<ul style="list-style-type: none">• The flow diagram could have blank boxes with contents listed separately for pupils to complete. This will assist in discussing the system structure.• Homework could involve pupils gathering the stories that are needed for the newspaper.• This activity will emphasise that collaborating with others can be useful when sharing information, ideas and solving problems.