

# Appendix 3

## Desirable Features

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## Animation

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>use a digital camera to take photographs of objects/characters to be animated and, with teacher assistance, display these on screen (express)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>understand that a stop-motion animation is made up of stills that are arranged in sequence to create the impression of motion, for example, by looking at existing examples onscreen (explore)</li> <li>apply the principle of sequencing still frames when planning own ideas, for example, by taking, copying and pasting, and arranging photographs of objects in sequence to create a simple storyboard (express)</li> <li>work in a group to photograph objects/models moving in sequence using a digital stills/digital video camera (express)</li> <li>talk about how to improve their work (evaluate)</li> <li>view sequence on-screen (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>while working onscreen, review a simple storyboard, and rearrange sequence or add additional sections in order to structure a story suitable for animating (explore)</li> <li>agree roles and animate a sequence of images using a digital stills/digital video camera, trying out different possibilities (express)</li> <li>use appropriate equipment to digitally record sound to add to an animation, for example, voiceover (express)</li> <li>add and delete images, rearrange and make modifications to improve their work (evaluate)</li> <li>save work using meaningful file names at regular stages as the work develops (exhibit)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>take digital stills and rearrange the resulting images to make a storyboard (explore)</li> <li>source sound effects and/or music from a range of appropriate sources (explore) and add a sound file to an animation (express)</li> <li>demonstrate an awareness of audience and purpose when animating video/moving images (express)</li> <li>upload footage to enable others to view video files on-screen (exchange)</li> <li>trim the length of animated clips when editing (evaluate)</li> <li>organise saved work (exhibit)</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>independently produce a storyboard for an animation taking account of audience and purpose (explore)</li> <li>add sound files saved in appropriate formats, and place sound clips along a timeline to match sounds to images, for example, voiceover (express)</li> <li>alter frame rate to adjust the speed at which the images appear in sequence (express)</li> <li>introduce transitions (express)</li> <li>review work on screen as it develops, and incorporate changes (evaluate)</li> <li>keep versions of earlier edits to revert back to if necessary (exhibit)</li> <li>showcase work by uploading their work to their own e-portfolio (exhibit)</li> </ul>

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## Desk Top Publishing

Level	Pupils may demonstrate the ability to:
Level 1	<i>Not applicable at this level</i>
Level 2	<ul style="list-style-type: none"> <li>• create a document through use of a template supplied by the teacher (express)</li> <li>• create/combine text and available pictures (express)</li> <li>• spell common and familiar words (express)</li> <li>• use spaces in text (show evidence of word spacing) (express)</li> <li>• use full stops and some capital letters (express)</li> <li>• insert an image from a given source (express)</li> <li>• move an image (express)</li> <li>• talk about how to improve their work (evaluate)</li> <li>• save work (exhibit)</li> <li>• print work if required (exhibit)</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• open a new (or existing) document (explore)</li> <li>• select a template, for example, brochure, card, newspaper, leaflet, etc (explore)</li> <li>• access and select images from a range of given sources (guided by teacher), for example, camera, internet, clipart, picture bank, own artwork (explore)</li> <li>• create text and alter font, size, style and colour of text (express)</li> <li>• spell frequently used words correctly (express)</li> <li>• display text appropriately, for example, using correct punctuation, word spacing (express)</li> <li>• include titles/subtitles if appropriate (express)</li> <li>• select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (express)</li> <li>• begin to use tools available, for fill, autoshape, shadow, etc (express)</li> <li>• understand word wrapping, i.e. not using return key at end of each line of text (express)</li> <li>• position an image appropriately (express)</li> <li>• scale an image proportionally (express)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• make changes to work if necessary (evaluate)</li> <li>• save work and give it a suitable file name (exhibit)</li> <li>• save work to a specified location (exhibit)</li> </ul>

Level	Pupils may demonstrate the ability to:
Level 4	<ul style="list-style-type: none"> <li>• retrieve an existing document/folder (explore)</li> <li>• independently access and select text, images and other assets from a range of digital sources (explore)</li> <li>• copy and paste text appropriately from a range of digital sources (explore)</li> <li>• show an awareness of audience (express)</li> <li>• create own text (express)</li> <li>• use a spellchecker (express)</li> <li>• use default text flow (express)</li> <li>• use a text box and format if appropriate (express)</li> <li>• create a table (express)</li> <li>• import a graph and position appropriately (express)</li> <li>• edit an image to enhance it using, crop, resize, adjust contrast/brightness (express)</li> <li>• replicate documents (express)</li> <li>• format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express)</li> <li>• demonstrate awareness of screen or print (express)</li> <li>• use the text and picture toolbars to enhance appearance of text and images (express)</li> <li>• work collaboratively online when appropriate (exchange)</li> <li>• explain improvements made to a document (evaluate)</li> <li>• create folders for saved work (exhibit)</li> <li>• demonstrate awareness of file format of resolution of digital images (exhibit)</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• demonstrate an understanding of audience and purpose (express)</li> <li>• demonstrate an understanding of how layout, font, styles, colour etc transfers from screen to print (express)</li> <li>• link text boxes to allow for text flow (express)</li> <li>• use page numbers where appropriate (express)</li> <li>• use grouping, for example, picture and caption (express)</li> <li>• format text by inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express)</li> <li>• edit images using a wider range of image editing tools (express)</li> <li>• work collaboratively online when and where appropriate (exchange)</li> <li>• evaluate what they have done and discuss what they might do differently next time (evaluate)</li> <li>• update saved work, if and when necessary (exhibit)</li> <li>• create and organise sub-folders, for example, to store images, web links, etc (exhibit)</li> <li>• understand file formats, for example, for faster download (exhibit)</li> <li>• showcase work by uploading their work to their own e-portfolio (exhibit)</li> </ul>

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## Exploring Programming

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• use simple commands to investigate how, for example, a Bee-Bot or onscreen sprite moves (explore)</li> <li>• talk about what they did (evaluate)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• enter commands to move or change, for example, a Bee-Bot or onscreen sprite (explore)</li> <li>• understand the outcome of a command and select and use commands to generate a change in movement or value (explore)</li> <li>• talk about how they caused movement and how they might do it again with different commands (evaluate)</li> <li>• save work (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• input simple sequences of commands (explore)</li> <li>• use more efficient commands such as repeat (explore)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• talk about how and why they chose commands and suggest modifications (evaluate)</li> <li>• save work to a specified location and give it a suitable file name (exhibit)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• input more complex sequences of commands (explore)</li> <li>• build and edit simple procedures (explore)</li> <li>• work collaboratively online, for example, using Scratch, download a project and edit it (exchange)</li> <li>• discuss how they could improve their commands and procedures and make any necessary modifications (evaluate)</li> <li>• showcase work by uploading to a pre-prepared class e-portfolio (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• build and edit more complex procedures to solve a problem (explore)</li> <li>• group sequences of procedures together (explore)</li> <li>• work collaboratively online, for example, using Scratch, download a project it, edit it and then share this with others online (exchange)</li> <li>• consider the output of the procedures and use trial and error to refine these as needed (evaluate)</li> <li>• reflect on what might they could do to make procedures most efficient (evaluate)</li> <li>• showcase work, in Scratch, by uploading the project (exhibit)</li> </ul>

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## Moving Images

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• view an extract from a movie (explore)</li> <li>• take photographs with a digital camera (express)</li> <li>• look at a variety of photographs and talk to the teacher about them (express)</li> <li>• talk about what they do or do not like (evaluate)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• record images using a digital video camera (express)</li> <li>• use suitable software to work with pre-loaded clips (express)</li> <li>• arrange a sequence of still or moving images to develop some narrative (express)</li> <li>• talk about how to improve their work (evaluate)</li> <li>• save their work (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• use a storyboard to plan a range of images to record using a digital video camera (express)</li> <li>• use suitable software to combine sound and images to produce a sense of narrative (express)</li> <li>• begin to consider audience reception when deciding how to sequence clips (express)</li> <li>• judge the effect of the length of edits and the speed of cuts when beginning to time images and sound for narrative purpose (express)</li> <li>• begin to understand and use film language, for example, close ups (express)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• make changes to work if necessary (evaluate)</li> <li>• save work and give it a suitable file name (exhibit)</li> <li>• save work to a specified location (exhibit)</li> </ul>

continued overleaf

## Moving Images (continued)

Level	Pupils may demonstrate the ability to:
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• use appropriate editing software to construct a short sequence of clips as a narrative (express)</li> <li>• use appropriate software, develop a script and storyboard to plan a narrative (express)</li> <li>• start to make editing decisions, for example, what to omit and what to include when shooting and during the editing process (express)</li> <li>• add sound to images and make connections between the audio used and the images selected for audio accompaniment such as matching faces to recorded conversation (express)</li> <li>• take into account the intended audience and purpose when planning a short film sequence and when taking shooting and editing decisions (express)</li> <li>• demonstrate the use of transitions in the edited work (express)</li> <li>• work collaboratively online when appropriate (exchange)</li> <li>• use the language of Film accurately to annotate and explain decisions in the course of work using where appropriate, the language of film (evaluate)</li> <li>• organise saved work (exhibit)</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• begin to show awareness of the conventions associated with a range of genres (explore)</li> <li>• storyboard and create a moving image production showing clear understanding of audience (express)</li> <li>• generate an outline shooting script and storyboard to structure the capture of images (express)</li> <li>• use a digital video camera to record moving images, making some decisions about what to capture for the purposes of in-camera editing (express)</li> <li>• demonstrate the use of transitions in the edited work (express)</li> <li>• start to be discriminating in the use of effects and transitions (express)</li> <li>• assemble a range of clips in a preliminary edit (express)</li> <li>• work collaboratively online when and where appropriate (exchange)</li> <li>• review work on screen as it develops, and incorporate changes (evaluate)</li> <li>• keep versions of earlier edits to revert back to if necessary (exhibit)</li> <li>• showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit)</li> </ul>

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## Music Technology

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• explore and interact with a digital device, for example, use control buttons on a CD player or MP3 player (explore)</li> <li>• record in real time to capture a performance of, for example, a song or an instrumental performance (exhibit)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• find, select, open and listen to a given selection of pre-recorded sounds (explore)</li> <li>• use loop-based software to create simple musical structures, for example, selecting and repeating a drum beat and a bass line (express)</li> <li>• take part in a discussion about how they might alter their work (evaluate)</li> <li>• with some help save sound files/recordings to a specific location (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• source audio files from more than one location, such as a given selection of CDs, pupil's own MP3 library of copyright free .wav files from the Internet (explore)</li> <li>• use music technology to provide accompaniment for group or individual performances, for example, set up and play backing tracks for singers (explore)</li> <li>• use digital editing software to adapt existing music/sound files, for example, drag and drop, splitting a song to indicate sections (verse, chorus, intro, etc) (express)</li> <li>• use loop-based software to create simple and appropriate musical structures in a multi-track composition (express)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• make modifications to their work (evaluate)</li> <li>• save changes to work using meaningful file names (exhibit)</li> <li>• record audio in a digital audio workstation using a USB microphone (exhibit)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• research song structure through the use of Music Technology such as exploring the structure of well-known rock songs, dance tracks (explore)</li> <li>• create own music, previewing and arranging loops to fit context (express)</li> <li>• play in or program own MIDI-based parts (express)</li> <li>• use software tools to control gain/input level (express)</li> <li>• work collaboratively online when appropriate (exchange)</li> <li>• make improvements to their work (evaluate)</li> <li>• save changes to work and keep earlier versions as work progresses (exhibit)</li> <li>• understand and use various file formats to save work and to make it available to different users and audiences (exhibit)</li> <li>• showcase work by uploading their work to pre-prepared class e-portfolio or the school's social network (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• open an instrument track within software to play in, or program own MIDI-based parts (explore)</li> <li>• set up and edit digital effects inside a digital audio workstation (express)</li> <li>• set up internal or external sound card to record microphone or instrument-based audio track (express)</li> <li>• use automated volume and pan commands in audio software to create and mix a finished product with a sense of audience and purpose (express)</li> <li>• work collaboratively online when and where appropriate (exchange)</li> <li>• when contributing to group work, assume a specific role, for example, monitoring input levels (evaluate)</li> <li>• carry out ongoing improvements demonstrating a clear understanding of audience and purpose and reflect upon process and outcome (evaluate)</li> <li>• showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit)</li> </ul>

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## Online Collaboration

Level	Pupils may demonstrate the ability to:
Level 1	<i>Not applicable at this level</i>
Level 2	<i>Not applicable at this level</i>
Level 3	<ul style="list-style-type: none"> <li>log on to a Virtual Learning Environment (VLE) such as LNI, Blackboard or Moodle (exchange)</li> <li>navigate through a VLE (explore)</li> <li>respond to an online prompt or posting (exchange)</li> <li>understand that a VLE can be used for communicating (exchange)</li> <li>communicate as a class with others, for example, by contributing to a class video-conference or sending a joint email (exchange)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>understand that communication through a VLE is a two-way process and there is a need for participants to check for responses (exchange)</li> <li>navigate through a VLE and access materials or courses (explore)</li> <li>take part in an online discussion forum posting responses to other participants (exchange)</li> <li>track changes and make modifications to collaborative documents, for example, amend a wiki, contribute to a Google document etc. (exchange/exhibit)</li> <li>understand that there are synchronous and asynchronous forms of communication, for example, instant messaging or email (exchange)</li> <li>independently participate in communication via email, webcam or video-conference (exchange)</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>make timely responses understanding the need for regular log on (exchange)</li> <li>post responses and attachments (exchange)</li> <li>initiate new threads, for example, in a discussion forum (exchange/exhibit)</li> <li>use key features of collaborative software such as sharing materials and resources (exchange)</li> <li>showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit)</li> </ul>

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## Presentation

Level	Pupils may demonstrate the ability to:
Level 1	<ul style="list-style-type: none"> <li>enter text on to a slide (express)</li> <li>insert a image (express)</li> <li>with teacher's help show slide to another pupil (express)</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>enter text on to slides (express)</li> <li>insert images (express)</li> <li>add a sound (express)</li> <li>select and use a simple transition (express)</li> <li>with teacher's help show presentation to the group or class (express)</li> <li>talk about how to improve their work (evaluate)</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>choose and use a slide layout (express)</li> <li>add a background colour (express)</li> <li>combine selected images/sound with text (express)</li> <li>create text and then alter font, size, style and/or colour (express)</li> <li>spell frequently used words correctly (express)</li> <li>independently show presentation to the group or class (express)</li> <li>work collaboratively online if appropriate (exchange)</li> <li>make changes to work if necessary (evaluate)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>when designing a presentation for a selected audience or purpose they select and use a range of appropriate layouts for each slide, for example, select pre-set layouts from the provided templates (explore)</li> <li>select and use a number of transitions (explore)</li> <li>apply slide design templates (express)</li> <li>use a range of features, for example, text boxes, images, borders, bullets and numbering (express)</li> <li>create text and format it to show an awareness of audience and purpose (express)</li> <li>use a spellchecker (express)</li> <li>edit images to suit audience and purpose (express)</li> <li>deliver presentation to the group or class (express)</li> <li>work collaboratively online when appropriate (exchange)</li> <li>email presentation attachment to the class teacher (exchange)</li> <li>make improvements to their work (evaluate)</li> <li>save presentation in a named folder and be able to access it when required (exhibit)</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>

continued overleaf

## Presentation (continued)

Level	Pupils may demonstrate the ability to:
<b>Level 5</b>	<ul style="list-style-type: none"> <li>when creating a slide presentation demonstrate a clear sense of purpose and audience in their selection and use of moving/still images, sound and text (explore)</li> <li>demonstrate purpose in their selection of animations and transitions (explore)</li> <li>create a multimedia presentation, demonstrating a clear understanding of audience and purpose (express)</li> <li>use a wider range of feature to enhance the presentation eg hyperlinks, sound and video files, insert and embed objects, (express)</li> <li>edit images, for example, crop, recolour, adjust brightness, contrast (express)</li> <li>use suitable timing to create a presentation for exhibition (express)</li> <li>deliver presentation and answer questions related to the content (express)</li> <li>work collaboratively online when and where appropriate (exchange)</li> <li>regularly use a 'plan, do, review' cycle to improve their work, alter sequencing of slides if necessary (evaluate)</li> <li>talk about and describe the process they have undertaken and discuss what they might do differently (evaluate)</li> <li>save presentations and assets in an organised store, updating and deleting files as required (exhibit)</li> <li>showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit)</li> </ul>

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## Researching

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>select a familiar picture or word from a given bank for a specific topic, for example, Ourselves, Homes (explore)</li> <li>match picture to word (explore)</li> <li>print their work (exhibit)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>select an appropriate picture or sound from a wider range and use it purposefully, for example, farm animals/zoo animals (explore)</li> <li>take part in a whole class discussion about their choices (evaluate)</li> <li>save their work (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>use search facilities, directed by the teacher using, for example given internet sites or CD ROMs (explore)</li> <li>search for documents, sound or pictures on internet or shared folders (explore)</li> <li>find content (explore)</li> <li>demonstrate some awareness of referencing sources (explore)</li> <li>discuss where information on a topic might be found (explore)</li> <li>work collaboratively online if appropriate (exchange)</li> <li>talk about their choices, restating information, sometimes supported by evidence (evaluate)</li> <li>save work and give it a suitable file name (exhibit)</li> <li>save work to a specified location (exhibit)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>make suggestions on searches for a given topic (explore)</li> <li>gather information from a limited range of sources with some relevance, quality, depth and balance (explore)</li> <li>select information to download in suitable format, for example, partial content from a website (explore)</li> <li>edit found text (explore)</li> <li>provide some reference to sources (explore)</li> <li>work collaboratively online when appropriate (exchange)</li> <li>talk about reasons for their choices – text, images, sounds and moving images (evaluate)</li> <li>show an awareness that not all information is accurate (evaluate)</li> <li>add appropriate websites to favourites/bookmarks (exhibit)</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>search for information from a range of sources, for example, CD ROM, internet, LNI (explore)</li> <li>analyse the evidence collected (explore)</li> <li>show an awareness that not all information is objective (explore)</li> <li>reference sources and provide supporting notes (explore)</li> <li>work collaboratively online when and where appropriate (exchange)</li> <li>begin to evaluate found data in terms of audience and purpose (evaluate)</li> <li>store and organise bookmarks (exhibit)</li> <li>store downloaded text, pictures and sound in appropriate format for further use (exhibit)</li> <li>showcase work by uploading their work to their own e-portfolio (exhibit)</li> </ul>

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## Spreadsheets

Level	Pupils may demonstrate the ability to:
Level 1	<i>Not applicable at this level</i>
Level 2	<i>Not applicable at this level</i>
Level 3	<ul style="list-style-type: none"> <li>• solve simple problems using some of the facilities available in a given spreadsheet (explore)</li> <li>• make observations and draw conclusions, for example, make comments about the data, results or graphical representation (evaluate)</li> <li>• save work using meaningful file names (exhibit)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• make predictions and solve problems using a given spreadsheet (explore)</li> <li>• demonstrate an understanding of what is meant by the terms cell, formulae, rows and columns (explore)</li> <li>• use a range of sources, for example, catalogues, internet sites, tables or lists to research the data needed to solve a problem (explore)</li> <li>• input data from own research into a given spreadsheet (explore)</li> <li>• answer simple questions by using sort or using simple formulae such as +, -. (explore)</li> <li>• work collaboratively online, for example contribute to an online spreadsheet (exchange)</li> <li>• discuss how they solved the problem and reflect on their initial predictions (evaluate)</li> <li>• save spreadsheet in a named folder and be able to access it when required (exhibit)</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• adapt formulae to solve problems after discussion of initial results (explore)</li> <li>• make use of some of the features of digital tools to analyse data and solve problems, for example, built-in spreadsheet functions like SUM or AVERAGE. (explore)</li> <li>• work collaboratively online, for example create and share an online spreadsheet (exchange)</li> <li>• reflect on the processes used and the outcome achieved (evaluate)</li> <li>• add work to a digital bank, for example, store in a folder for future use (exhibit)</li> </ul>

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## Web Design

Level	Pupils may demonstrate the ability to:
Level 1	<ul style="list-style-type: none"> <li>• visit a given website (explore)</li> <li>• talk about what they like or do not like (evaluate)</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• explore websites (explore)</li> <li>• understand how web sites are used for communicating information and contain navigation features (explore)</li> </ul>
Level 3	<ul style="list-style-type: none"> <li>• discuss a range of given websites in terms of, for example, design, ease of use, readability etc. (explore)</li> <li>• create a plan for a group website (express)</li> <li>• create own web page to include in a group website (express)</li> <li>• combine text, sound, images etc for inclusion on their webpage (express)</li> <li>• spell frequently used words correctly (express)</li> <li>• know about features such as links, homepage etc (express)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• make changes to work if necessary (evaluate)</li> <li>• save work and give it a suitable file name (exhibit)</li> <li>• save work to a specified location (exhibit)</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• create a digital or manual site map, such as a tree diagram (express)</li> <li>• produce a website of at least three linked pages showing a sense of layout combining text, sound, still or moving images showing some understanding of audience and purpose (express)</li> <li>• use a spellchecker (express)</li> <li>• use template driven applications, for example, Google Sites (express)</li> <li>• work collaboratively when online (exchange)</li> <li>• evaluate work and make changes as appropriate (evaluate)</li> <li>• create folders for saved work (exhibit)</li> <li>• showcase work online (exhibit)</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• create a digital site map using a mind-mapping tool or flow chart tool (express)</li> <li>• create and build a multi-page website, for example, an online newsletter with hyperlinks to other pages/email/other websites (express)</li> <li>• integrate found and self produced text/sound/still and moving images into a website (express)</li> <li>• work collaboratively when and where appropriate (exchange)</li> <li>• publish and present a website showing a clear understanding of audience and purpose (exhibit)</li> </ul> <p>(It is implicit at this level and beyond that the web sites are published)</p>

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## Working with Images

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>create a picture using default tools, such as pencil, paintbrush (express)</li> <li>insert a picture by using a stamp tool (express)</li> <li>print their work (exhibit)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>insert an image from a given source (express)</li> <li>move an image (express)</li> <li>use a wider range of tools, for example, fill, shape, special effects, etc (express)</li> <li>use colour appropriately (express)</li> <li>begin to use tools appropriately, for example, thin/thick pencil (express)</li> <li>talk about how to improve their work (evaluate)</li> <li>save their work (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>access and select images from a range of given sources, (guided by teacher), for example, camera, internet, clipart, own artwork scanned by teacher (explore)</li> <li>insert an image and move it around (express)</li> <li>scale an image proportionally (express)</li> <li>select appropriate tools and tool options, for example, size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper and/or repeat options (express)</li> <li>work collaboratively online if appropriate (exchange)</li> <li>make changes to work if necessary (evaluate)</li> <li>save work and give it a suitable file name (exhibit)</li> <li>save work to a specified location (exhibit)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>independently access and select images giving reasons for choice (explore)</li> <li>work with images that may include photo, own scanned image, still from film, clip art or stock (photographic) image (express)</li> <li>use borders, text boxes, background and WordArt, if appropriate (express)</li> <li>crop an image (express)</li> <li>edit image to enhance it (express)</li> <li>work collaboratively online when appropriate (exchange)</li> <li>explain changes to an image (observation/verbal) (evaluate)</li> <li>demonstrate awareness of file format of images (exhibit)</li> <li>organise storage of their work (exhibit)</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>demonstrate an understanding of audience and purpose when selecting images from a range of sources (express)</li> <li>demonstrate an understanding of audience for screen and print when editing images, for example, understand resolution of image (express)</li> <li>use layers (express)</li> <li>use a range of image software tools, for example, shape, colour palette, selection, freehand etc (express)</li> <li>work collaboratively online when and where appropriate (exchange)</li> <li>demonstrate the process of enhancing through design, drafting and versions (evaluate)</li> <li>understand file formats, for example, for faster download (exhibit)</li> <li>organise, store and maintain their work (exhibit)</li> <li>showcase work by uploading their work to their own e-portfolio (exhibit)</li> </ul>

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## Working with Sound

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>record their voices (express)</li> <li>record sounds in the environment with teacher's help (express)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>open, listen to and select pre-recorded sounds (explore)</li> <li>with more independence, record in real-time to capture an activity, a voiceover or a performance (express)</li> <li>capture soundscape information with a recording device, for example, environmental sounds (express)</li> <li>save chosen sounds (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore)</li> <li>drag in sound clips in sequence (explore)</li> <li>use a variety of pre-recorded or given sounds (express)</li> <li>use software to edit existing sound files, for example, crop a sound clip (express)</li> <li>work collaboratively online if appropriate (exchange)</li> <li>save chosen sounds to a specified location (exhibit)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>plan a product with a sense of audience and purpose (explore)</li> <li>create a product with a sense of audience and purpose (express)</li> <li>edit, refine and modify sound file, for example, cut, paste, sequence, delete (express)</li> <li>work collaboratively online when appropriate (exchange)</li> <li>explain improvements made to work (evaluate)</li> <li>save/store own work to an appropriate location for future presentation (exhibit)</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>plan a product with a clear understanding of audience and purpose (explore)</li> <li>create a product with clear understanding of audience and purpose (express)</li> <li>work with more than one track (express)</li> <li>control volume within software (express)</li> <li>work collaboratively online when and where appropriate (exchange)</li> <li>in the event of collaborative work, assume separate role, for example, sharing files to edit before assembling whole (exchange)</li> <li>carry out ongoing improvements and reflect upon role, process and outcome (evaluate)</li> <li>showcase work by uploading their work to their e-portfolio or school based social network (exhibit)</li> </ul>

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## Working with Text

Level	Pupils may demonstrate the ability to:
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• use a simple word bank (explore)</li> <li>• create a simple phrase or sentence (express)</li> <li>• print their work (exhibit)</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• control the mouse to navigate on screen (explore)</li> <li>• create/combine text and available pictures (express)</li> <li>• spell common and familiar words (express)</li> <li>• use spaces in text (show evidence of word spacing) (express)</li> <li>• use full stops and some capital letters (express)</li> <li>• talk about how to improve their work (evaluate)</li> <li>• save work using icon (exhibit)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• open a new (or existing) document (explore)</li> <li>• create text and alter font, size, style and colour of text (express)</li> <li>• position an image appropriately (express)</li> <li>• spell frequently used words correctly (express)</li> <li>• display text appropriately, for example: using correct punctuation, word spacing (express)</li> <li>• include title or subtitles if appropriate (express)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• make changes to work if necessary (evaluate)</li> <li>• save work and give it a suitable file name (exhibit)</li> <li>• save work to a specified location (exhibit)</li> </ul>

Level	Pupils may demonstrate the ability to:
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• retrieve an existing document (explore)</li> <li>• select text and other assets from a range of digital sources (explore)</li> <li>• copy and paste text appropriately from a range of digital sources (explore)</li> <li>• create text and format it to show an awareness of audience, for example: aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express)</li> <li>• use a spellchecker (express)</li> <li>• use a text box (express)</li> <li>• create a table (express)</li> <li>• import a graph and position it appropriately (express)</li> <li>• alter an image if necessary, for example, resize, crop, etc (express)</li> <li>• work collaboratively online when appropriate (exchange)</li> <li>• use the text and picture toolbars to enhance appearance of text and images (evaluate)</li> <li>• describe improvements made to a document (evaluate)</li> <li>• create folders for saved work (exhibit)</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio or wiki (exhibit)</li> </ul>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• display text in a variety of formats, such as newspapers, presentations, leaflets, etc demonstrating a clear understanding of audience and purpose (express)</li> <li>• use tables and tabs to organise text (express)</li> <li>• format lists using bullets, numbering (express)</li> <li>• work collaboratively online when and where appropriate (exchange)</li> <li>• evaluate what they have done and discuss what they might do differently (evaluate)</li> <li>• update saved work, if and when necessary (exhibit)</li> <li>• create folder structure to store work (exhibit)</li> <li>• showcase work by uploading their work to their own e-portfolio or wiki (exhibit)</li> </ul>

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