

A Special Day in Another Culture

Desirable Features: **Moving Images**
Researching

Task Description

In this task pupils are required to use the Internet and the Ulster Wean's A-Z of Spaces and Places CD ROM* and any other relevant sources to research different cultural celebrations and traditions. Using appropriate software such as Photo Story 3 or Movie Maker pupils will then select appropriate images and record a narration to create a short film about celebrating a special day in someone else's culture.

Teachers or pupils can decide to upload their animation to Interact NI (www.interactni.org) or Learning NI, but this is optional. If this option is taken, then the task presents the opportunity to cover 'Exchange'.

This task can be used as a generic task ie teachers need not use the theme 'Cultural Celebrations and Traditions' but can apply it to any topic or area of the curriculum.

*Please contact the Nerve Centre, Derry (028 71260562) or Studio On, Crossnacreevy, Belfast (028 90449821) for a copy.

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	
Personal Development and Mutual Understanding	✓
Physical Education	
The World Around Us	✓

This task can especially be used to support primary languages as well as the PD&MU "Living.Learning.Together" resource "Learning More About Others" and the Thematic Unit "Celebrations and Good Times".

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Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- exploring cultural diversity by looking at aspects such as identity, nationality, language, costume, religion/celebrations etc.
- using search facilities on the Internet
- searching for documents, images or sounds and saving in shared folders
- selecting appropriate pictures
- creating and editing text
- importing images into software
- recording own voice as a narrative
- storyboarding
- using moving image vocabulary such as storyboarding, composition, shot size, narrative & audience
- collaborating online (optional)

Resources

Ulster Wean's A-Z of Spaces and Places CD-ROM

examples of short films

storyboard sheets (see Pupil Notes)

appropriate software such Windows Movie Maker, PhotoStory 3 or i-Movie (Moving Images)

interactive whiteboard or alternative

access to the Internet

websites sourced by the teacher

image bank (please contact Studio ON/The Nerve Centre for copyright free images)

music and sound bank (in a topic folder created in the Public Folder)

microphone (if available)

Managing the Task

Plan

Researching

Pupils should use the Internet, Ulster Wean's CD-ROM and other relevant sources to research a cultural celebration.

Moving Images

Pupils should plan their film around the cultural celebration they have researched. They should consider the images available when thinking about a narrative and if possible storyboard their work by putting their chosen images in sequence with a written narration to accompany them. If desired, pupils could add to the bank of images by taking photographs or drawing their own images that could be scanned in. They should be encouraged to use simple film-related vocabulary when discussing their plan and the effects that they want to create.

Do

Researching

Whilst researching, pupils should save appropriate images and/or text into a named folder in the Public Folder. They should rename their images appropriately.

Moving Images

Pupils should import chosen images into appropriate editing software and sequence them in order. They should record a narration and add any desired effects such as transitions or movement. They should consider the length of each image and the effect added at this point. Work should then be exported as a movie file.

Review

Pupils should be encouraged to talk to the teacher or others about their work throughout both the researching and moving image stages. The pupils should showcase their final films to the rest of the class. Pupils should talk about how they planned and approached their work, discussing what they have learned through the process and what they might do differently next time.

They may also showcase their work using an online platform such as Interact NI. Interact NI is a new blogging site for Northern Ireland schools provided by Studio ON. You can contact Studio ON about setting this up for your school.

Tel: 028 90449821 Web: www.studio-on.org.uk.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Moving Images and Researching at Levels 2 and 3. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic

judgment of the pupil's level of UICT competence, teachers should ensure that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid

UICT Requirements	Level 2	Level 3
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • find, select and use information from a given digital source (explore); • carry out a series of instructions using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);
Express <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • create and edit text onscreen, combining images and/or sound (express); 	<ul style="list-style-type: none"> • communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 		<ul style="list-style-type: none"> • understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);
Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • talk about how to improve their work (evaluate); and 	<ul style="list-style-type: none"> • make modifications to improve their work (evaluate); and
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • save their work (exhibit). 	<ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Researching)	Desirable Features - Level 3 (Researching)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • select an appropriate picture or sound from a wider range and use it purposefully, for example, farm animals/zoo animals (explore); • take part in a whole class discussion about their choices (evaluate); and • save their work (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • use search facilities, directed by the teacher using, for example given internet sites or CD ROMs (explore); • search for documents, sound or pictures on internet or shared folders (explore); • find content (explore); • demonstrate some awareness of referencing sources (explore); • discuss where information on a topic might be found (explore); • work collaboratively online if appropriate (exchange); • talk about their choices, restating information, sometimes supported by evidence (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit).
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 		
	Desirable Features - Level 2 (Moving Images)	Desirable Features - Level 3 (Moving Images)
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • record images using a digital video camera (express); • use suitable software to work with pre-loaded clips (express); • arrange a sequence of still or moving images to develop some narrative (express); • talk about how to improve their work (evaluate); and • save their work (exhibit). 	<ul style="list-style-type: none"> • use a storyboard to plan a range of images to record using a digital video camera (express); • use suitable software to combine sound and images to produce a sense of narrative (express); • begin to consider audience reception when deciding how to sequence clips (express); • judge the effect of the length of edits and the speed of cuts when beginning to (express); • time images and sound for narrative purpose (express); • begin to understand and use film language, for example, close ups (express); • work collaboratively online if appropriate (exchange); • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit).
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 		
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

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Part 1 - Researching

You are going to use the Ulster Wean's A-Z of Spaces and Places CD-ROM and the Internet to find out about a cultural celebration in another culture.

1. Navigate through the Ulster Wean's CD-ROM to find out more about the celebration and write down any information you think is important.
2. Use the Internet to find out more information about the celebration.
3. Use the Internet to find and save images to do with the celebration you are researching.



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Part 2 - Making a movie

You are now going to produce a short film about a cultural celebration.

1. Think about what you want to include in your film and make a plan or a storyboard.
 - What images will you use to tell your story?
 - Are you able to take any photographs or draw any pictures to add to your images?
 - What order will you put your images in? Does this make sense?
 - What will you say in your narration to accompany your images?
 - Remember that you can let the images do some of the talking so you don't need to have a narration for every single image.

2. If you have drawn any images you will need to scan them in to your computer. If you have taken any images on a camera you will need to import them on to your computer.

3. Open Movie Maker or the software you are going to use and add your images to make your movie.



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4. Record your narration. You may want to change the length of some images to fit in with your narration. You may also want to add titles, transitions and effects to your movie.
5. Save your work and show it to some of your classmates. Tell them what you think of it. Ask them what they think of it too. Make any changes you think will make your film better.
6. Save the final version of your work and export your film.
7. Show your final film to the rest of the class tell them how you made it.

