

A Digital Talking Storybook

Desirable Features: **Presentation**
Working with Text
Working with Sound

Task Description

In this task pupils are required to create a simple talking book which is related to a topic covered in class. This book should include pictures, text, sound and simple transitions.

The Pupil Notes are set out in two parts. Part 1 is for pupils working at Level 2 and Part 2 is for pupils working at Level 3.

This task provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

Requirements for UICT

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

<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>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.
<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.
<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.

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	✓

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

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Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information
 Thinking, Problem-Solving and Decision-Making
 Being Creative
 Working with Others
 Self-Management.

Prior Knowledge/Experience

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

- creating a script;
- creating a storyboard;
- inserting images;
- adding sound to slides;
- adding narrative track or voiceover;
- experimenting with slide transitions; and
- saving work.

Resources

Suitable software from C2k: Slideshow, PowerPoint.

Draw/Paint Program: RM Colour Magic, Painter.

Graphics or photographs.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should discuss what topic to choose for their digital talking storybook. Discuss what makes a good talking story. Make a plan or storyboard to outline the story they are to make.

Do

Pupils should work individually to create the pages for the talking storybook. They should insert a picture onto each slide. Then add a narrative track or a voiceover to visuals. Finally transitions may be added to the storybook. Pupils should be able to save their work.

Review

Pupils should have an opportunity to show their digital talking book to the class and discuss and evaluate each others' work.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, 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 Presentation, Working with Text and Working with Sound 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 task (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 (Presentation)	Desirable Features - Level 3 (Presentation)
Explore • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools.	Typically the pupil can: • enter text onto a slide (express); • insert images (express); • add a sound (express); • select and use a simple transition (express); • with teacher’s help show presentation to the group or class (express); and • talk about how to improve their work (evaluate).	Typically the pupil can: • choose and use a slide layout (express); • add a background colour (express); • combine selected images/sound with text (express); • create text and then alter font, size, style and/or colour (express); • spell frequently used words correctly (express) • independently show presentation to the group or class (express); • work collaboratively online if appropriate (exchange); and • make changes to work if necessary (evaluate).
	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.	Desirable Features - Level 2 (Working with Text) Typically the pupil can: • control the mouse to navigate on screen (explore); • create/combine text and available pictures (express); • spell common and familiar words (express); • use spaces in text (show evidence of word spacing) (express); • use full stops and some capital letters (express); • talk about how to improve their work (evaluate); and • save work using icon (exhibit).
Exchange • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.	Desirable Features - Level 2 (Working with Sound) Typically the pupil can: • open, listen to and select pre-recorded sounds (explore); • with more independence, record in real-time to capture an activity, a voiceover or a performance (express); • capture soundscape information with recording device, for example environmental sounds (express); and • save chosen sounds (exhibit).	Desirable Features - Level 3 (Working with Sound) Typically the pupil can: • transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore); • drag in sound clips in sequence (explore); • use a variety of pre-recorded or given sounds (express); • use software to edit existing sound files, for example crop a sound clip (express); • work collaboratively online if appropriate (exchange); and • save work to a specified location (exhibit).
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.	Desirable Features - Level 2 (Working with Sound) Typically the pupil can: • open, listen to and select pre-recorded sounds (explore); • with more independence, record in real-time to capture an activity, a voiceover or a performance (express); • capture soundscape information with recording device, for example environmental sounds (express); and • save chosen sounds (exhibit).	Desirable Features - Level 3 (Working with Sound) Typically the pupil can: • transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore); • drag in sound clips in sequence (explore); • use a variety of pre-recorded or given sounds (express); • use software to edit existing sound files, for example crop a sound clip (express); • work collaboratively online if appropriate (exchange); and • save work to a specified location (exhibit).
Exhibit • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.	Desirable Features - Level 2 (Working with Sound) Typically the pupil can: • open, listen to and select pre-recorded sounds (explore); • with more independence, record in real-time to capture an activity, a voiceover or a performance (express); • capture soundscape information with recording device, for example environmental sounds (express); and • save chosen sounds (exhibit).	Desirable Features - Level 3 (Working with Sound) Typically the pupil can: • transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore); • drag in sound clips in sequence (explore); • use a variety of pre-recorded or given sounds (express); • use software to edit existing sound files, for example crop a sound clip (express); • work collaboratively online if appropriate (exchange); and • save work to a specified location (exhibit).

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

A Digital Talking Storybook

Part 1

You have been asked to make a talking storybook on a topic you have been learning about in class.

Make a plan for your talking storybook. It should have at least 6 slides.

Insert a picture or photograph into each slide.

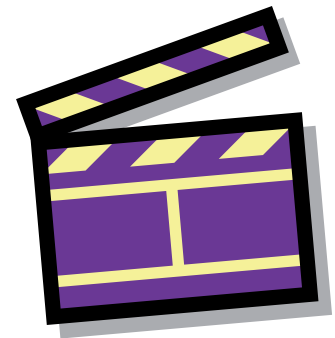
Add some text.

Record some speech onto each slide.

Add some transitions between the slides.

Your teacher will help you to show your presentation to the class.

Talk with the class about how you could make your storybook better.



A Digital Talking Storybook

Part 2

You have been asked to make a talking storybook on a topic you have been learning about in class.

Make a plan or storyboard for your storybook. It should have at least 6 slides.

Choose a background layout for your slides and add colour.

Make a title slide.

Add text and a picture to each slide.
Make the text a suitable size and colour.
Choose a suitable font.

You may add sounds to some or all of your slides.

Record a voiceover for each slide.

Add transitions between your slides.

Save your work and give it a name.

Show your presentation to the class.

Discuss your work and make any changes that are necessary.

