

# A Visitor to Your Area

**Desirable Features: Moving Images  
Researching  
(Optional) Online Collaboration**

## 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\* to research a range of information about their area such as activities, areas of interest and local history etc. They are then required to use this information to plan a film about their own area based on their research. Pupils will then work in a small group to produce a short film about their area. They will plan and shoot their film and edit it using software such as Windows Movie Maker. Pupils should show awareness of audience.

**This task can be used as a generic task ie teachers need not use the theme 'A Visitor to Our Area' but can apply it to any topic or area of the curriculum.**

Teachers or pupils can decide to upload their work to a blogging site such as a Wiki or Interact NI ([www.interactni.org](http://www.interactni.org)), but this is optional. If this option is taken, then the task presents the opportunity to cover 'Exchange'.

\*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:

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

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".

# A Visitor to Your Area

## Prior Knowledge/Experience

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

- researching a given topic
- using search facilities on the Internet
- searching for documents, images or sounds and saving on shared folders
- selecting appropriate pictures
- importing images and sounds into software
- recording own voice as a narrative
- storyboarding
- using moving image vocabulary such as storyboarding, composition, shot size, setting, genre, colour, narrative, character, music and sound effects, audience
- recognising how music and sound can be combined to create a mood and/or tell a story
- recording moving image footage
- editing moving image footage
- collaborating online (optional)

## Resources

- Ulster Wean's A-Z of Spaces and Places CD-ROM
- examples of short films
- storyboard sheets (see Pupil Notes)
- Windows Movie Maker or i-Movie (Moving Image)
- video camera/s or digital stills camera/s with video and sound recording capabilities
- interactive whiteboard or alternative
- access to the Internet
- websites sourced by the teacher
- music and sound bank (in a topic folder created in the Public Folder)
- microphone (if available)

## Managing the Task

### Plan Researching

Pupils should be given a topic to research about their local area such as local history, activities or areas of interest. They should use the Internet and Ulster Wean's CD-ROM and any other appropriate resources to research their topic.

### Moving Images

In groups, pupils should plan their film around the topic they have researched. They should think about what moving image footage they will be able to capture to accompany any stills images they may take. They could consider interviewing local spokespeople if equipment and time allow. They will need to storyboard their film and decide whether they wish to use a narration for the film. 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 information and images into a named folder in the Public Folder. They should rename their images appropriately. Pupils may take digital stills photos of their local area and import them into their project folder. They could also scan any relevant paintings or drawings and save these in their project folder.

### Moving Images

Pupils should import their moving image footage into appropriate software and sequence and edit it. They should also import any still images they wish to use and place them in sequence. If they are using a narration they should record it and add it to their film. Otherwise they should import music and/or sound effects to enhance their film. They could also add titles, transitions and effects to their film if desired. They should save and export their work as a movie file.

### Review

Pupils should be encouraged to talk to the teacher or others about their work and make changes based on this throughout each stage. Work should also be saved with meaningful names at various stages to show progression. These could be uploaded to an online platform to cover Exchange (see below). 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.

For pupils working at Level 5 they should complete an account (see Pupils' Notes). They may also showcase their work using an online platform such as Wiki or 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](http://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 3, 4 and 5. 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 3	Level 4	Level 5
<b>Explore</b> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></li> <li>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit, use and evaluate assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a range of digital environments (explore);</li> </ul>
<b>Express</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express);</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);</b></li> </ul>
<b>Exchange</b> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>	<ul style="list-style-type: none"> <li>• understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);</li> </ul>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>make modifications to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to improve work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate);</b> and</li> </ul>
<b>Exhibit</b> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>save using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Researching)	Desirable Features - Level 4 (Researching)	Desirable Features - Level 5 (Researching)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information from safe and reliable sources;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>• save work to a specified location (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>• showcase work by uploading their work to their own e-portfolio (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>			
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.</li> </ul>			
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul>			
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</b></li> </ul>			

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

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Moving Images)	Desirable Features - Level 4 (Moving Images)	Desirable Features - Level 5 (Moving Images)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• <b>access, select, interpret and research information;</b></li> <li>• investigate, make predictions and solve problems through interaction with digital tools.</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>• save work to a specified location (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>• showcase work by uploading their work to their own e-portfolio or the school's social network (exhibit).</li> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• <b>create, develop, present and publish ideas and information using a range of digital media and manipulate a range of assets to produce multimedia products.</b></li> </ul>			
<p><b>Exchange</b></p> <ul style="list-style-type: none"> <li>• communicate using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally;</li> <li>• understand how to keep safe and display acceptable online behaviour.</li> </ul>			
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• <b>talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used.</b></li> </ul>			
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• <b>manage and present their stored work and showcase their learning across the curriculum.</b></li> </ul>			

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

# A Visitor to Your Area

## Researching

You are going to use the Ulster Wean's A-Z of Spaces and Places CD-ROM and the Internet to find out more about your local area.

1. Navigate through the Ulster Wean's CD-ROM and find the county where you live. Write down any information you think is interesting or important.
2. Use the Internet to find out more information about your area.
3. Use a search engine to find useful websites. Add useful websites to your favourites and organise them.
4. Search for images to illustrate your research. Save images to your project folder remembering to take a note of what website they come from and why you have chosen them.



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5. Make sure to write down what website you got your information from and why you chose to use them. Remember to consider that all the information on the Internet may not be accurate.
6. Save any audio or movie files you find, that may be of use to your film, in your project folder for future use.
7. Share your work with the rest of the class and find out what they think about it.

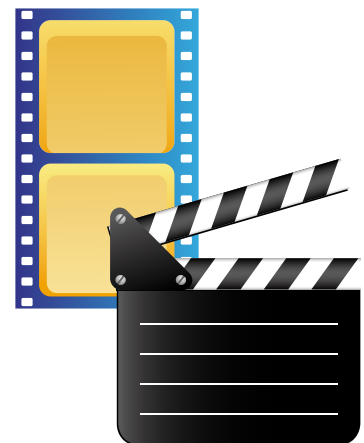


# A Visitor to Your Area

## Making the movie

You are now going to work in a team to produce a short film about your local area.

1. Think about what you want to include in your film and make a plan or a storyboard.
  - What will your film be about?
  - What shots will you use?
  - Where will you need to film? Is this possible?
  - When are you going to film?
  - Do you need any actors or interviewees for your film?
  - Who could take on these roles: camera-person, director, actor/ interviewee?
  - Will you use a narration or music? What will you say in your narration to accompany your film? What type of music will you use?
2. Import your film footage into your computer and save it in your project folder. If you have taken any still images you will need to import them too.



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3. Once you have all the film footage and images you want to use saved in a folder, open Movie Maker. Import your moving images and still images and add them to the timeline in the order you want. Edit any of the footage to remove any mistakes or take out anything you don't want. You may want to cut clips that are too long.



4. You can now add titles, transitions and effects to your movie.

5. If you are using a narration, record it. If you are not using a narration add any music or sound effects you think will make your film better.



6. 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.



7. Save the final version of your work. Export your film if necessary.

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8. Show your final film to the rest of the class. Tell them how you made it.

Extension: Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.

