

# Ad Magic

Desirable Features: **Moving Images**  
**Desk Top Publishing**  
**Working with Sound**

## Task Description

In this task pupils are required to work in a small group to advertise a product. The task has been set out in three stand-alone parts and pupils can choose one or more.

Part 1 - creating a poster to advertise the product;  
 Part 2 – creating a moving images advertisement; and  
 Part 3 – creating a sound only advertisement.

## 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.**

This task also provides opportunities for pupils to work at either Level 3 or 4. When coming to a judgment on the level at which the pupil is working, teachers should use the Assessment Grid at the end of this task.

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

## 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>	✓

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:

### Part 1

- using a word-processor to draft and redraft;
- using a digital camera or scanner;
- importing and manipulating graphics;
- using desk top publishing software; and
- looking at and creating leaflets.

### Part 2

- using a digital and/or video camera;
- importing sound/moving image; and
- using software such as Windows Movie Maker or Digital Blue.

### Part 3

- know what podcasts are and their purpose;
- using a computer to record sound;
- editing sound files with appropriate software; and
- saving their work to appropriate locations.

## Resources

Windows Movie Maker, Digital Blue software.

Internet – may be used for music /sound effects/ film clips.

Pre-prepared clips in Public Folder.

Video and/or digital camera.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should talk about the product they are going to advertise. Depending on which part of the task they are doing, they should be given opportunities to look at advertising leaflets, watch examples of TV adverts and to listen to radio adverts. They should discuss their features.

### Do

**Part 1** - Pupils create their poster taking account of the product and the audience.

**Part 2** – Pupils use appropriate images for their advertisement either accessed from the internet or self-produced. They could also act out the advert and record using a digital movie camera. They should then use appropriate software to edit and create their advert.

**Part 3** – Pupils record their voices and/or music.

### Review

Pupils present their work to the class. They talk about their own and others' work, reflecting on how they created it and the results achieved. They identify any problems they faced. They talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

## 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 Desk Top Publishing, Moving Images and Working with Sound at Levels 3 and 4. 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 judgement

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
<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>
<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>		
<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>
<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>
<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>

**Assessment Criteria Grid**

UICT Requirements	Desirable Features - Level 3 (Desk Top Publishing)	Desirable Features - Level 4 (Desk Top Publishing)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>• access, select, interpret and research information from safe and reliable sources;</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>• 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> </ul>	<p>Typically the pupil can:</p> <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> </ul>
<p><b>Express</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </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>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <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); and</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>• manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>• save work to a specified location (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• explain improvements made to document (evaluate);</li> <li>• create folders for saved work (exhibit);</li> <li>• demonstrate awareness of file format of resolution of digital images (exhibit); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</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)
<p><b>Explore</b></p> <ul style="list-style-type: none"> <li>access, select, interpret and research information from safe and reliable sources;</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>using appropriate software, develop a script and storyboard to plan a narrative (express);</li> <li>start to make editing decisions, for example, what to omit, what to include when shooting, and when beginning to edit (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 in to 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><b>Express</b></p> <ul style="list-style-type: none"> <li>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.</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>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.</li> </ul>	Desirable Features - Level 3 (Working with Sound)	Desirable Features - Level 4 (Working with Sound)
<p><b>Exhibit</b></p> <ul style="list-style-type: none"> <li>manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.</li> </ul>	<p>Typically the pupil can:</p> <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); and</li> <li>save chosen sounds to a specified location (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <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 a 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); and</li> <li>showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit).</li> </ul>

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

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## Part 1: Design a Poster

You have been asked to work in a small group to produce a poster to advertise your product in the school.

Choose a title and include any other details you think are important.

Make use of graphics/digital photographs or scanned images and text.

Arrange your information and decide on suitable styles and effects to attract the attention of the audience.

Think about:

- the layout;
- the size and style of fonts;
- the possible use of borders, text boxes or backgrounds;
- the size and style of graphics.

Make use of graphics/digital photographs or scanned images and text. Position and if necessary, resize graphics to make your poster as attractive as possible.

Talk to your teacher about any changes you may have made to your poster and explain the reasons why.

Show your poster to the class and discuss if it can be improved.

Make any changes, add your name and save a copy.



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## Part 2: Create a TV Advert

You have been asked to work in a small group to produce a short film to advertise your product in the school.

Preview TV adverts and discuss their content.

Working with a partner, record the report using a digital/video camera. Experiment with sequences. Layer the sounds, effects, titles and credits. Give your piece a title and add credits.

View your work and self evaluate and/or ask others for their opinions. Make any necessary changes.

Give your advert a name and save it.

Present the advert to an audience and talk about how you made it.

Give others the opportunity to give you feedback on what they think about the product.



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## Part 3: Create a Radio Advert

You have been asked to work in a small group to produce a radio advert to advertise your product in the school.

Use a computer with a microphone to record an advert on a topic of your choice.

Use a suitable software programme to record, edit, save and publish your advert.

Play your advert to the rest of the class and discuss if they like it and if it would make them want the product.

How would you make it different if you were to do it again?

Save any changes.

