

Cinderella's Party Invitation

Desirable Features: **Working with Text**
Working with Images

Task Description

In this task pupils are required to design an invitation for Cinderella's party using ICT, save their work and talk about their invitation. This could be an integral part of a current class topic and could also be a follow-on to the 'Journey in Fairytale Land' task.

Teachers can set this task in a curricular context of their choice or change the character from Cinderella to one that appeals to particular pupils in the class.

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.**

Teachers can decide if it is appropriate to give the Pupil Notes to their pupils or whether to explain verbally what they need to do.

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

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 experience in some of the following:

- creating and editing text; and
- inserting images.

Resources

Art Package or word processing package such as Painter, RM Colour Magic, Microsoft Word or Textease.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils will look at some party invitations and plan what they are going to put on theirs. They can also look at illustrations from different fairy tales.

Do

Pupils will work individually to create and design the invitation; adding graphics appropriate to the type of event and saving their work.

Review

Pupils are encouraged to talk about and describe their invitation.

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 Working with Text and Working with Images at Levels 1 and 2. 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 also 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 1	Level 2
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 information from a given digital source (explore); explore and interact with a digital device or environment (explore); express ideas by creating pictures and composing text or adding own voiceover (express); and print their work (exhibit). 	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); create and edit text onscreen, combining images and/or sound (express); talk about how to improve their work (evaluate); and save their work (exhibit).
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. 		
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. 		
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. 		
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. 		

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 1 (Working with Text)	Desirable Features - Level 2 (Working with Text)
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. 	Typically the pupil can: <ul style="list-style-type: none"> use a simple word bank (explore); create a simple phrase or sentence (express); and print their work (exhibit). 	Typically the pupil can: <ul style="list-style-type: none"> 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).
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. 		
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. 	Desirable Features - Level 1 (Working with Images)	Desirable Features - Level 2 (Working with Images)
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. 	Typically the pupil can: <ul style="list-style-type: none"> create picture using default tools, such as pencil, paintbrush (express); insert a picture by using stamp tool (express); and print their work (exhibit). 	Typically the pupil can: <ul style="list-style-type: none"> insert an image from a given source (express); move an image (express); use a wider range of tools, for example, fill, shape, special effects, etc (express); use colour appropriately (express); begin to use tools appropriately, for example, thin/thick pencil (express); talk about how to improve their work (evaluate); and save their work (exhibit).
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. 		

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

Cinderella's Party Invitation

Cinderella is having a party. You need to design the invitation to be sent out to all the characters in Fairytale Land.

You will need to decide on:

- what type of party Cinderella is having
- the time and date of the party.

Create your invitation using text and images.

Show your invitation to a friend and discuss if any improvements can be made.

Print your invitation and ask your teacher if you should save it.

