

How To...

Desirable Features: Researching Moving Images

Task Description

This is a generic ICT task on Moving Images at Levels 1 and 2 using Photo Story 3. The images provided relate to a sequence of steps for a particular activity.

Pupils working at Level 1 should either take their own photograph or select one from the given bank, talk about it and create a phrase or sentence about it. The Level 1 part of the task is not included in the Pupils' Notes.

Pupils working at Level 2 should use Photo Story 3 to place a number of still images in sequence and record their voice describing what is happening in each photograph.

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.

Still images on four topics have been provided on the ICT Accreditation website for teachers to download and use in Photo Story 3. However teachers can set this task in a curricular context of their choice and provide pupils with alternative images.

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:

| | |
|------------------------------------------------------|---|
| 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.

How To...

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:

- using a still camera;
- selecting images; and
- creating text.

Resources

Digital camera (Level 1).

Photo Story 3 files (can be downloaded from the ICT Accreditation website).

Appropriate software.

Managing the Task

Pupils should be given opportunities to:

Plan

Discuss how photographs can be put in order to show how to do something and look at samples from magazines, books etc.

Do

If working at Level 1 take some photographs and talk to the teacher about what they see. If working at Level 2 look at the photographs/images in the bank and select those relating to one of the four topics. Place them in sequence. Record their voices to describe what is happening in each of the images.

Review

Pupils talk about what they like about what they did and how they might improve it. They save their 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 Researching and Moving 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 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); | 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); |
| 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"> • express ideas by creating pictures and composing text or adding own voiceover (express); and | <ul style="list-style-type: none"> • create and edit text onscreen, combining images and/or sound (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. | | |
| 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 |
| 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"> • print their work (exhibit). | <ul style="list-style-type: none"> • save their work (exhibit). |

Assessment Criteria Grid

| U ICT Requirements | Desirable Features - Level 1 (Researching) | Desirable Features - Level 2 (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 a familiar picture or word from a given bank for a specific topic, for example, Ourselves, Homes (explore); • match picture to word (explore); and • print their work (exhibit). | <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>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 1 (Moving Images) | Desirable Features - Level 2 (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. | <p>Typically the pupil can:</p> <ul style="list-style-type: none"> • view an extract from a film or movie (explore); • take photographs with a digital camera; (express); • look at a variety of photographs and talk to the teacher about them; (express); and • talk about what they do or do not like (evaluate). | <p>Typically the pupil can:</p> <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). |
| <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.

How To....

Look at the photographs on the computer that your teacher has given you. Think about what is happening in each photograph and put them in order.

Think about what the photographs are telling you and record your voice describing what is happening in each one.

Now save your work.

Play it back.

Make any changes.

