

# Let's Create

## Desirable Features: Moving Images

### Task Description

This is a task on Moving Images at Levels 2 and 3. In this task pupils are required to use the A-Z of Creativity CD-Rom\* and the internet to research different art forms. Pupils will create a movie about how to create a piece of artwork. With the teacher's guidance they will create their artwork step by step, taking digital photos of each step as they go. These photos will then be sequenced in PhotoStory3 and the pupils will record a simple narration explaining how they made their artwork.

When assessing pupils' work, teachers should use the Let's Create Assessment Grid to help them make a judgement of the level.

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

\* Please contact the Nerve Centre (028 71260562) or Studio On (028 90449821) for a copy.

### Requirements for UICT

This task focuses on the following aspects of Using ICT 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

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:

- using a digital camera;
- selecting and importing images;
- using PhotoStory3 software;
- recording audio;
- storyboarding;
- using moving image related vocabulary such as storyboarding, sequence, narration, shot size and audience; and
- recognising how music and sound can be combined to create a mood and/or tell a story.

## Resources

Ulster Wean's A-Z of Creativity CD-Rom.

Internet and network access.

Examples of films/animations.

Storyboard sheets (see pupil notes).

Digital still camera and tripod (if available).

PhotoStory 3 software.

Microphones and headphones.

Interactive Whiteboard or alternative.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should begin by exploring different art forms by looking at the A-Z of Creativity CD-Rom and various Internet sites. The teacher should lead a discussion about what the class are going to create their film about. They should decide on an artwork they will create and record step by step. With teacher guidance, they should then work in groups to either use pre-prepared plans to practice making their artwork (see A-Z CD-Rom for examples) or plan a piece of art from scratch. They should also look at how images can be sequenced to create a story and look at examples of storyboards. They should also look at moving image examples to explore some simple moving image language.

### Do

Pupils should record each step of making their artwork by taking digital photographs. The images should then be loaded onto the computers and imported into Photo Story. Pupils should sequence the photos in the correct order. They should then write a simple narration to accompany their film that will be recorded directly into Photo Story. They can add music if they wish and save and export their film.

### Review

Pupils should show their work to the rest of the class and talk about their own and other's work. They should talk about how they planned and approached their work, discussing what they have learned throughout the process and how they might do it differently 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 Moving Images 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
<b>Explore</b> <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>	Pupils can: <ul style="list-style-type: none"> <li>find, select and use information from a given digital source (explore);</li> <li>carry out a series of instructions using a digital device or environment (explore);</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><b>carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</b></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>create and edit text onscreen, combining images and/or sound (express);</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>
<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><b>understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</b></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>talk about how to improve their work (evaluate); and</b></li> </ul>	<ul style="list-style-type: none"> <li><b>make modifications to improve their work (evaluate); and</b></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 their work (exhibit).</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>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Researching)	Desirable Features - Level 3 (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>• select an appropriate picture or sound from a wider range and use it purposefully, for example, farm animals/zoo animals (explore);</li> <li>• take part in a whole class discussion about their choices (evaluate); and</li> <li>• save their work (exhibit).</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>• 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><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>		
	Desirable Features - Level 2 (Desk Top Publishing)	Desirable Features - Level 3 (Desk Top Publishing)
<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>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• create a document through use of a template supplied by the teacher (express);</li> <li>• create/combine text and available pictures (express);</li> <li>• spell common and familiar words (express);</li> <li>• use spaces in text (show evidence of word spacing) (express);</li> <li>• use full stops and some capital letters (express);</li> <li>• insert an image from a given source (express);</li> <li>• move an image (express);</li> <li>• talk about how to improve their work (evaluate);</li> <li>• save work (exhibit); and</li> <li>• print work if required (exhibit).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• create a document through use of a template supplied by the teacher (express);</li> <li>• create/combine text and available pictures (express);</li> <li>• spell common and familiar words (express);</li> <li>• use spaces in text (show evidence of word spacing) (express);</li> <li>• use full stops and some capital letters (express);</li> <li>• insert an image from a given source (express);</li> <li>• move an image (express);</li> <li>• talk about how to improve their work (evaluate);</li> <li>• save work (exhibit); and</li> <li>• print work if required (exhibit).</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.

## Let's Create

You are going to make a film about creating a piece of artwork. Look at the A-Z of Creativity and some websites about the Arts and think about the different types of art. You should also watch some examples of films and think about what you like or don't like about them.

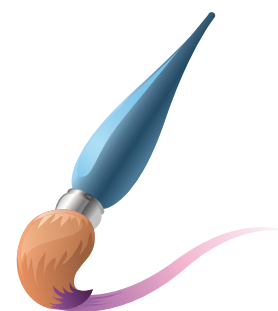


If you have been given a plan to create your artwork use it to practice.

Once you are happy that you are able to make it you can use a digital camera to take a picture of each step you have taken.

If you are going to make your artwork from scratch you will need to work with your group to plan what you are going to make and how you are going to make it. Think about:

- What it will look like? (You should draw a plan to help with this.)
- How you will make it?
- What will you need - paper/card/paints/glue/scissors etc?
- What are the steps you will take to make it? (You could use a storyboard sheet to plan this).



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Take a photo of each stage of your group making your artwork. You could think about using different shot sizes to make your film more interesting.



Import your images into Photo Story and put them in the right order.

Write and record a short narration for each image.

Add some music to your film and make sure it's not too loud!



Save your work and show the rest of the class. Tell them how you made your film and what you think of it. Ask them what they think of it too.



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