

Life Matters

Desirable Features: Moving Images

Task Description

In this task, pupils are required to work in a group to produce a video/digital news report on a health topic relevant to them. Pupils should be encouraged to investigate attitudes to the topic by interviewing staff and other pupils.

The news broadcast should be created with a school audience in mind.

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 activity provides a focus for work within PD&MU – *Strand One Personal Understanding and Health: Health, Growth and Change.*

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.

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Thinking Skills and Personal Capabilities

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

Resources

Windows Movie Maker, Digital Blue software.

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

Pre-prepared clips in Public Folder/ Shared Location.

Video and/or digital camera.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should have the opportunity to watch examples of quality news broadcasts such as CBBC Newsround and discuss their features. After group discussion, pupils should produce a planning board to outline the content of their report, of an important health issue. They should decide how they will investigate the attitudes and behaviour of staff or pupils to the topic.

Do

Pupils will show their understanding of a health issue and competence using a video camera. They should 'set the scene' and record a series of moving pictures. These pictures should then be loaded into appropriate software such as Windows Movie Maker or Digital Blue and edited appropriately, by adding sound effects, transitions and credits.

Review

Pupils talk about their own and others' work, reflecting on how it was created; the impact of the content; and the results achieved. They identify any problems they faced.

Pupils talk about how they planned researched and approached their work, discussing what they have learned through the process and how they might change the process next time.

Opportunities should also be given for pupils to reflect on what they have learnt from the health content of each broadcast.

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, 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 2	Level 3	Level 4
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, select and use information from a given digital source (explore); carry out a series of instructions using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use information from given digital sources (explore); carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> research, select, edit and use assets from a range of digital sources (explore); investigate and solve problems in a digital 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"> create and edit onscreen, combining images and/or sound (express); 	<ul style="list-style-type: none"> communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> 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);
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. 		<ul style="list-style-type: none"> understand that digital methods can be used to communicate and make a contribution to a supervised online task (exchange); 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);
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 	<ul style="list-style-type: none"> make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> use appropriate ICT tools and features to improve 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"> save their work (exhibit). 	<ul style="list-style-type: none"> save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 2 (Moving Images)	Desirable Features - Level 3 (Moving Images)	Desirable Features - Level 4 (Moving Images)
<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"> 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>Typically the pupil can:</p> <ul style="list-style-type: none"> use a storyboard to plan a range of images to record using a digital video camera (express); use suitable software to combine sound and images to produce a sense of narrative (express); begin to consider audience reception when deciding how to sequence clips (express); judge the effect of the length of edits and the speed of cuts when beginning to time images and sound for narrative purpose (express); begin to understand and use film language, for example, close ups (express); work collaboratively online if appropriate (exchange); make changes to work if necessary (evaluate); save work and give it a suitable file name (exhibit); and save work to a specified location (exhibit). 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> use appropriate editing software to construct a short sequence of clips as a narrative (express); using appropriate software, develop a script and storyboard to plan a narrative (express); start to make editing decisions, for example, what to omit, what to include when shooting, and when beginning to edit (express); 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); take in to account the intended audience and purpose when planning a short film sequence and when taking shooting and editing decisions (express); demonstrate the use of transitions in the edited work (express); work collaboratively when appropriate (exchange); use the language of Film accurately to annotate and explain decisions in the course of work using where appropriate, the language of film (evaluate); and showcase work by uploading their work to a pre-prepared class e-portfolio (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. 			
<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>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.

Life Matters

You have been asked to work in a group to produce a short video news report on a health topic for other pupils within your school.

Look at other news reports and discuss their content.

Use a planning board to share your ideas. Record how you are going to investigate other peoples attitudes to your topic. Make a record of any key facts or points you wish to explain to your audience.

Think about the location of the shoot.

Working with a partner, record the report using a digital/video camera.

Experiment with sequences. Layer the sounds, effects, titles and credits.

Give your report a title and add credits.

View your work and self evaluate how ICT has contributed to the understanding of the topic. Make any necessary changes.

Give your health report a name and save it.

Show the report to an audience and talk about why you chose the topic and how you made it.

Give others the opportunity to give you feedback on what they have learnt from your report.

