

On the Web

Desirable Features: Web Design

Task Description

This is a generic ICT task on website design at Levels 3, 4 and 5. Teachers can set this task in a curricular context of their choice.

This task is set out in three parts. Part 1 (Level 3); Part 2 (Level 4); and Part 3 (Level 5). Each part can be undertaken as a separate task.

To achieve Level 3 pupils are required to work in a group to create a website that presents information on any topic. They should work individually to create their own web page to include in their group website. The web page should consist of text and appropriate graphics.

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.**

To achieve Level 4, pupils should work individually to create a website that links at least three web pages. To achieve Level 5, pupils are required to design, create and publish a multi-page website with hyperlinks to other pages or sites.

It is suggested that pupils look at and discuss other websites before designing their own. Although it is envisaged that many pupils may use the internet to research information to present on their website, the focus of this task is on website design and not on researching.

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.

On the Web

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:

- entering text and using different fonts, styles and alignments;
- using a digital camera or scanner;
- importing still and moving images;
- browsing the internet;
- researching a range of digital sources and resources;
- using web design software; and
- mind mapping software.

Resources

Suitable Web Design Package.
 Scanner.
 Digital/ video camera.
 Internet access.

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils are asked to create web pages combining text, still or moving images and, if appropriate, sound. Either on their own or as a class task with the teacher, they should access a number of websites to look at and discuss what is 'good' about them in terms of the structure, layout, fonts, ease of navigation etc. They should discuss their findings with the rest of the class. After discussion pupils should choose a topic and decide upon appropriate sources from which to gather information. They should plan what images to incorporate and what sources to use, for example, a scanner, digital or movie camera or downloaded images from the internet. Pupils working at Levels 4 and 5 should make a site map to plan their website.

Do

In Part 1, the pupils are required to work in a group to create a website that presents information on any topic. They should work individually to create their own web page to include in their group website. The web page should consist of text and appropriate graphics.

In Part 2, pupils are required to work individually, to produce a website of at least three linked pages on their chosen topic. Pupils find and use relevant information to incorporate into their web site.

In Part 3, pupils are required to design, create and publish a multi-page website with hyperlinks to other pages or sites.

At all stages the pupils will be making decisions about the font, layout, graphics, use of colour and text boxes etc. that they are using to draw audience attention to important information. They will continually evaluate their work and carry out necessary improvements.

Children will save, retrieve and publish their work.

Review

Pupils talk about own and others' work reflecting on how it was created and the results achieved. They identify any problems they faced. They identify any improvements that might be made and review their work in relation to the goals set, for example, how this work reflects the original learning intention.

Pupils 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 Web Design at Levels 3, 4 and 5. 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 pupils' 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 3	Level 4	Level 5
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"> 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); 	Pupils can: <ul style="list-style-type: none"> research, select, edit, use and evaluate assets from a range of digital sources (explore); investigate and solve problems in a range of digital environments (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"> 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); 	<ul style="list-style-type: none"> process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding 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 activity (exchange); 	<ul style="list-style-type: none"> use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (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"> 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 	<ul style="list-style-type: none"> use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (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 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). 	<ul style="list-style-type: none"> organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Web Design)	Desirable Features - Level 4 (Web Design)	Desirable Features - Level 5 (Web Design)
<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"> discuss a range of given websites in terms of, for example. design, ease of use, readability etc (explore); create a plan for a group website (express); create own web page to include in a group website (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> create a digital or manual site map, such as a tree diagram (express); produce a website of at least three linked pages showing a sense of layout combining text, sound, still or moving images showing some understanding of audience and purpose (express); use a spellchecker (express); use template driven applications, for example, Google Sites, (express); work collaboratively when online; evaluate work and make changes as appropriate (evaluate); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> create a digital site map using a mind-mapping tool or flow chart tool (express); create and build a multi-page website, for example, an online newsletter with hyperlinks to other pages/email/other websites (express); integrate found and self produced text/sound/still and moving images into a website (express); work collaboratively online when and where appropriate; publish and present a website showing a clear understanding of audience and purpose (exhibit); and <p>(It is implicit at this level and beyond that the web sites are published).</p>
<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. 	<ul style="list-style-type: none"> combine text, sound, images etc. for inclusion on their webpage (express); spell frequently used words correctly (express); know about features such as links, homepage etc (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). 	<ul style="list-style-type: none"> create folders for saved work (exhibit); and showcase work online (exhibit). 	
<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.

On the Web

You have been asked to design a website which presents information on a project you are doing in class.

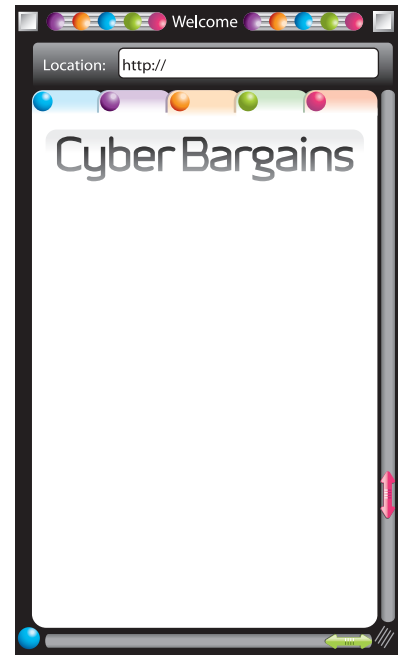
Either on your own or as a class with the teacher, look at some of the websites that your teacher has suggested and discuss what is 'good' about them in terms of the structure, layout, fonts, ease of navigation etc. Discuss this with the rest of the class.

Part 1

Work in a group to create a group website that presents information on a topic.

Create your own web page to include in your group website. The web page should consist of text and appropriate graphics.

Decide how you will use font, layout, graphics, colour and text boxes etc. so that you draw audience attention to important information.



On the Web

Part 2

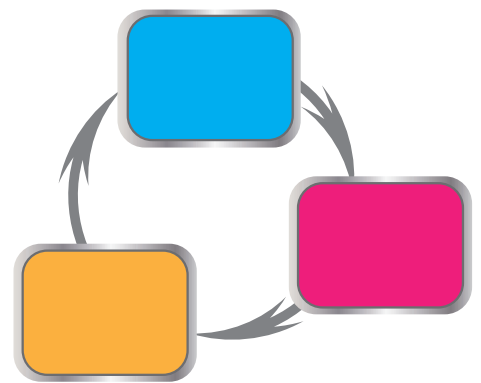
Work by yourself to create a web site that links three web pages.

Make a site map to plan your website.

Decide how you will use font, layout, graphics, colour and text boxes etc. so that you draw audience attention to important information.

Find relevant information which you can use on your website. Keep a note of the sources of your information.

Create a website of two or three pages which combines text and still or moving images. You can also include sound if you think it is appropriate.



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Part 3

Design, create and build a multi page website with hyperlinks to other pages or sites.

Decide how you will use font, layout, graphics, colour and text boxes etc. so that you draw audience attention to important information.

Create a digital site map for your website using a mind-mapping tool or flow chart tool.

Combine text, sounds, still and moving images which you have found or made yourself. Create a Topic Folder to keep your work in and use this folder to create subfolders to store your images, sounds etc.

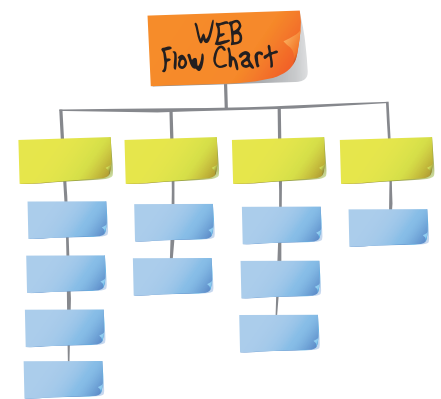
Evaluate your work and carry out any necessary improvements.

Publish your website.

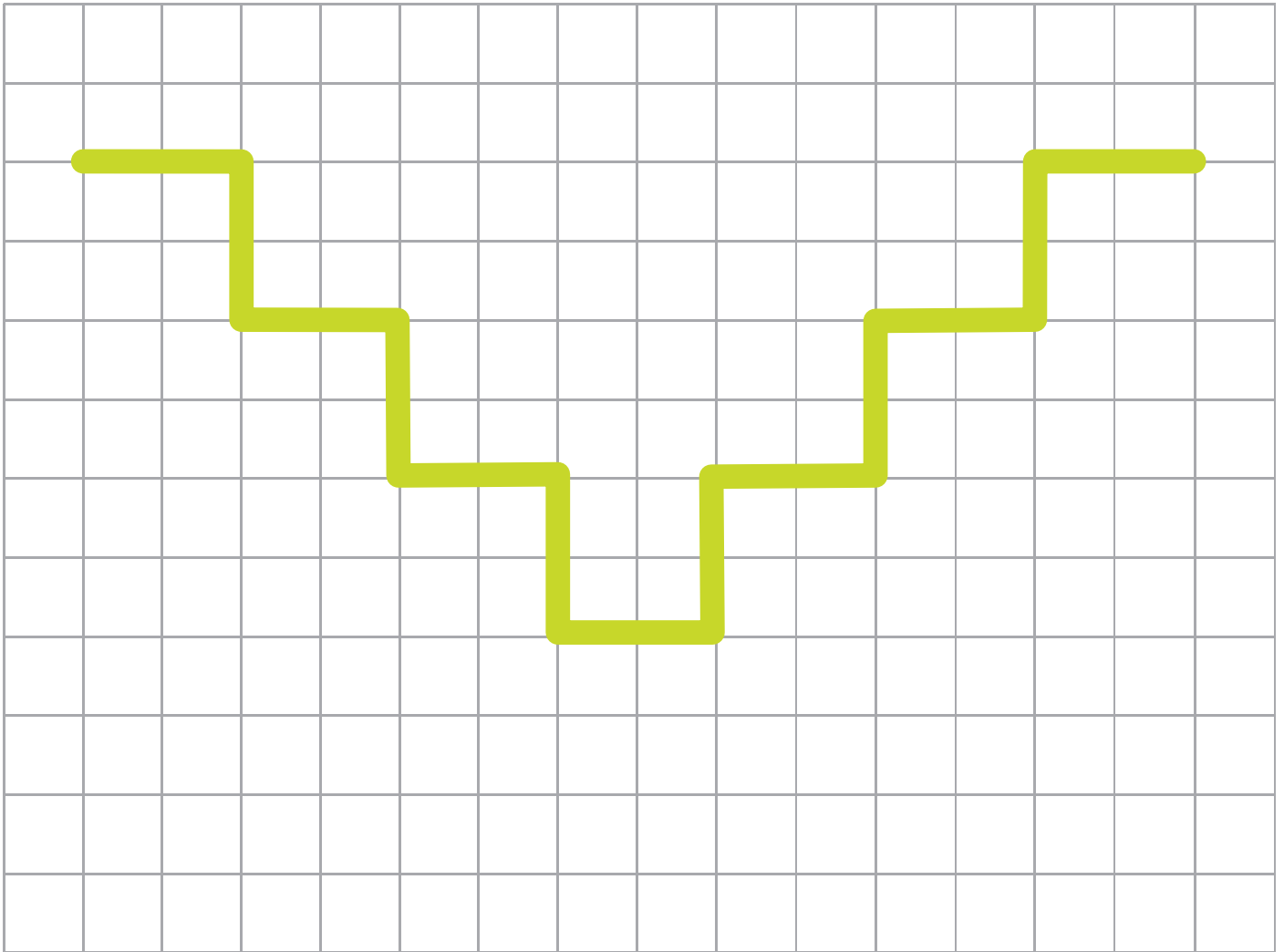
Present it to the class and identify any problems that you encountered.

Discuss any changes that you might make.

Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.



Staircase Sequence (using scratch)



Staircase Sequence

Keep a note of your instructions.

Each square stands for 20 screen turtle lengths. You do not need to draw the square pattern, only the staircase.

Write your instructions, step by step.

If you know how, you can include the REPEAT command in your instructions.

Try out your instructions and make changes until you are happy with your result.

Save your work and print out a copy of your finished staircase.

Print your instructions if you are able to.