

# Poster Magic

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

## Task Description

This is a generic ICT task about working with text and images at Levels 3 and 4. Teachers can set this task in a curricular context of their choice.

In this task pupils should use a suitable word processing or desktop publishing package to create a poster to support a class project in any subject or topic. They should make use of graphics/digital photographs/scanned images and text. Pupils should show an awareness of audience.

## 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.**

Part 1 can be used to allow pupils to demonstrate competence at Level 3.

Part 2 can be used to allow pupils to demonstrate competence at Level 4.

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:

<b>The Arts</b>	✓
<b>Language and Literacy</b>	✓
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:

- word processing/desktop publishing;
- using a digital camera or scanner;
- importing and saving images;
- creating and editing text/image; and
- applying fonts, styles and alignments.

## Resources

Suitable software such as MS Word, MS Publisher.

Scanner/Digital Camera.

Graphics Bank.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should have access to a range of suitable resources. These may be scanned or imported artwork/digital images, text etc. They should collate the information gathered being aware of format and presentation required and should take into consideration their intended audience.

### Do

Pupils should work individually to create the poster using a suitable ICT package. They should make use of graphics, digital photographs or scanned images and text. Pupils should show an awareness of audience.

### Review

Pupils should be given the opportunity to discuss their poster with their peers. They should reflect on the process and make any improvements if required.

## 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 Level 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 3	Level 4
<b>Explore</b> <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>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use information from given digital sources (explore);</b></li> <li>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore);</li> </ul>	Pupils can: <ul style="list-style-type: none"> <li>• <b>research, select, edit and use assets from a range of digital sources (explore);</b></li> <li>• investigate and solve problems in a digital environment (explore);</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>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>	<ul style="list-style-type: none"> <li>• <b>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);</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>• understand that digital methods can be used to communicate and make a contribution to a supervised online activity (exchange);</li> </ul>	<ul style="list-style-type: none"> <li>• use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange);</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>make modifications to improve their work (evaluate);</b> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use appropriate ICT tools and features to improve work (evaluate);</b> and</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 using file names and select work to showcase learning digitally (exhibit).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit).</b></li> </ul>

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Text)	Desirable Features - Level 4 (Working with Text)
<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>• open new (or existing) document (explore);</li> <li>• create text and alter font, size, style and colour of text (express);</li> <li>• position an image appropriately (express);</li> <li>• spell frequently used words correctly (express);</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• retrieve existing document (explore);</li> <li>• select text and other assets from a range of digital sources (explore);</li> <li>• copy and paste text appropriately from a range of digital sources (explore);</li> <li>• create text and format it to show an awareness of audience, for example: aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express);</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>	<ul style="list-style-type: none"> <li>• display text appropriately, for example: using correct punctuation, word spacing (express);</li> <li>• include title or subtitles if appropriate (express);</li> <li>• work collaboratively online if appropriate (exchange);</li> <li>• make changes to work if necessary (evaluate);</li> </ul>	<ul style="list-style-type: none"> <li>• use a spellchecker (express);</li> <li>• use a text box (express);</li> <li>• create a table (express);</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• save work and give it a suitable file name (exhibit); and</li> <li>• save work to a specified location (exhibit).</li> </ul>	<ul style="list-style-type: none"> <li>• import a graph and position it appropriately (express);</li> <li>• alter an image if necessary, for example, resize, crop, etc (express);</li> <li>• work collaboratively online when appropriate (exchange);</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>		<ul style="list-style-type: none"> <li>• use the text and picture toolbars to enhance appearance of text and images (evaluate);</li> <li>• describe improvements made to document (evaluate);</li> <li>• create folders for saved work (exhibit); and</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>		<ul style="list-style-type: none"> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio or wiki (exhibit).</li> </ul>

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

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Working with Images)	Desirable Features - Level 4 (Working with Images)
<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>• access and select images from a range of given sources, (guided by teacher), for example, camera, internet, clipart, own artwork scanned by teacher (explore);</li> <li>• insert an image and move it around (express);</li> <li>• scale an image proportionally (express);</li> <li>• select appropriate tools and tool options, for example, size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper and/or repeat options (express);</li> <li>• work collaboratively online if appropriate (exchange);</li> <li>• make changes to work if necessary (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>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• independently access and select images giving reasons for choice (explore);</li> <li>• work with images that may include photo, own scanned image, still from film, clip art or stock (photographic) image (express);</li> <li>• use borders, text boxes, background and WordArt, if appropriate (express);</li> <li>• crop an image (express);</li> <li>• edit image to enhance it (express);</li> <li>• work collaboratively online when appropriate (exchange);</li> <li>• explain changes to an image (observation/verbal) (evaluate);</li> <li>• demonstrate awareness of file format of images (exhibit);</li> <li>• organise storage of their work (exhibit); and</li> <li>• showcase work by uploading their work to a pre-prepared class e-portfolio (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>		
<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><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.

# Poster Magic

## Part 1

Design a poster for a project you are doing in class.

Choose a title and include any other details you think are important.

Make use of graphics/digital photographs or scanned images and text.

Arrange your information and decide on suitable styles and effects to attract the attention of the audience.

Show your poster to a friend and discuss if it can be improved.

Make any changes.

Add your name and save a copy.



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## Part 2

Design a poster for a project you are doing in class.

Choose a title and include any other details you think are important.

Decide on suitable styles and effects to attract the attention of your audience.

Think about:

- the layout;
- the size and style of fonts;
- the possible use of borders, text boxes or backgrounds;
- the size and style of graphics.

Make use of graphics/digital photographs or scanned images and text. Position and if necessary, resize graphics to make your poster as attractive as possible.

Arrange your information to ensure it suits your audience.

Show your poster to a friend and discuss if it can be improved.

Make any changes.

Add your name and save a copy.

Talk to your teacher about any changes you may have made to your poster and explain the reasons why.

