

# Tell Me a Story

Desirable Features: **Presentation**  
**Working with Sound**

## Task Description

In this task pupils are required to create a story, related to a topic covered in class, using software such as Photo Story 3. This story should include pictures, text, sound and simple transitions.

The Pupil Notes are set out in two parts. Part 1 is for pupils working at Level 2 and Part 2 is for pupils working at Level 3.

This task provides teachers with the opportunity to develop pupils' skills in literacy (Communication).

## 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.**

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.

## 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	
<b>Personal Development and Mutual Understanding</b>	✓
Physical Education	
<b>The World Around Us</b>	✓

# Tell Me a Story

## 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:

- creating a storyboard;
- inserting and sequencing images;
- adding music to photos;
- adding narrative track or voiceover;
- experimenting with photo transitions; and
- saving work.

## Resources

Photo Story 3.  
 Photographs.

## Managing the Task

Pupils should be given opportunities to:

### Plan

Pupils should discuss what they are to going to create their story about. They should make a plan or storyboard to outline the story.

### Do

Pupils should work individually to access and insert photographs in a sequential order to tell a story. Text may be added to the photographs. The photographs may be adjusted using the effects tools. They add speech or music to enhance the story. Finally transitions and zooming in and out of pictures may be added to the story. Pupils should be able to save their work.

### Review

Pupils should have an opportunity to show their story to the class and discuss and evaluate each others' 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 Presentation and Working with Sound 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 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
<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>find, select and use information from a given digital source (explore);</b></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>• carry out and edit a series of instructions, make predictions and solve problems using a digital device or 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>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>• understand that digital methods can be used to communicate and make a contribution to a supervised online task (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>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 (Presentation)	Desirable Features - Level 3 (Presentation)
<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>• enter text onto a slide (express);</li> <li>• insert a graphic (express);</li> <li>• add a sound (express);</li> <li>• select and use a simple transition (express);</li> <li>• with teacher’s help show presentation to the group or class (express); and</li> <li>• talk about how to improve their work (evaluate).</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• choose and use a slide layout (express);</li> <li>• add a background colour (express);</li> <li>• combine selected graphics/sound with text (express);</li> <li>• create text and then alter font, size, style and/or colour (express);</li> <li>• spell frequently used words correctly (express);</li> <li>• independently show presentation to the group or class (express);</li> <li>• work collaboratively online if appropriate (exchange); and</li> <li>• make changes to work if necessary (evaluate).</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>		
	Desirable Features - Level 2 (Working with Sound)	Desirable Features - Level 3 (Working with Sound)
<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>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• open, listen to and select pre-recorded sounds (explore)</li> <li>• with more independence, record in real-time to capture an task, a voiceover or a performance (express)</li> <li>• capture soundscape information with recording device, e.g. environmental sounds (express)</li> <li>• save chosen sounds to a specific location (exhibit)</li> </ul>	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> <li>• transport files from recording device to editing device, for example, sound card, USB, bluetooth (explore)</li> <li>• drag in sound clips in sequence (explore)</li> <li>• use a variety of pre-recorded or given sounds (express)</li> <li>• use software to edit existing sound files, e.g. crop a sound clip (express)</li> <li>• work collaboratively online if appropriate (exchange)</li> <li>• save work to a specified location (exhibit)</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.

# Tell Me a Story

## Part 1

You have been asked to tell a story using photographs.

Make a plan for your story. It should have at least six photographs.

Choose the photographs to be used in the story.

Place the photographs in the order that you want to tell the story.

Add some text.

Record/add some speech, music or onto each photograph.

Add a transition between the photographs.

Your teacher will help you to show your story to the class.

Talk with the class about how you could make your story better.



# Tell Me a Story

## Part 2

You have been asked to tell a story using photographs.

Make a plan or storyboard for your story. It should have at least six photographs.

Add text to the photographs. Make the text a suitable size and colour. Choose a suitable font.

Record/add some speech or music onto each photograph. You might want to insert your music or speech from a microphone, mp3 recording device or mobile phone.

Add transitions between your photographs and zoom in and out of each photograph.

Save your story and give it a name.

Show your story to the class.

Discuss your work and make any changes that are necessary.

