September 2015 Middle School. Digital literacy

Pupils should be taught to…select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

I know what digital literacy is.

I can use Movie Maker to produce a film entitled, “Uses of Being Flat”; based on ideas from our Middle School reader: Flat Stanley.

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|  | Learning objective | Questioning | Activity | Differentiation  | Challenge | Cross-curricular |
| 1 | How to use Windows Movie Maker – icons and usages. | How do you use Movie Maker? What is digital literacy? | Use Powerpoint to introduce digital literacy project. Discuss ideas for if you were flat like Stanley. | Print out Powerpoint pages 5, 6 and 7 for close up study of icons. | Can you experiment with Movie Maker in your own time, perhaps by coming to Computer club? | Speaking and listening |
| 2 | Story boards | What are the advantages of being flat? What might the disadvantages be? | Use storyboard format to plan story. Work in twos to write your storyboard. | A3 storyboard for less able pupils with vocabulary list. | Can you invent a character who is flattened a *different* way to Stanley? | Literacy, art |
| 3 | Background scenery/film sets | What needs to move and what doesn’t?  | Using a cardboard box, coloured paper, glue to create sets, cast and scenery with moving parts. Draw or download characters. | Prepare cut outs before lesson for LA. | Can you make a background or furniture that can be changed? | D&T |
| 4 | Importance of multimedia | How can I make my movie truly multimodal? | Revisit Powerpoint (page 3) to emphasise use of text, pictures and sound (music as well as recording children’s own voice). Begin taking lots of photographs and uploading onto program. | Whiteboards to aid LA with spelling words. Tuff cams cameras. | Can you combine music with talk-over? | Literacy  |
| 5 | timings | How can I make my slides change at the right time? | Show how to alter timings of individual slides to quicken or slow slide changes. Email members of staff/ pupils to invite them to watch your finished work during last lesson (Week 7) | Ensure LSAs know how to support LA pupils. | Can you rustle up an invitation on Publisher to attach to an email? | Maths  |
| 6 | Titles/credits | How can I insert credits and a title? | Show how to insert title and credits (and remind of use of captions throughout film). *Ensure all movies are saved and copied into Middle Shared server in time for next lesson.* Music samples under Shared server, “Music Samples” | Cards to show location of Music Samples by each PC. | Can you include suitable music with your end credits? | music |
| 7 | Presentations  | What do I think of my peers’ films? How could I improve my own? | Staff, classes or pupils attend who have been invited. Encourage positive feedback. CT to observe and assess. | Explanation of project formation and purpose to visitors – get pupils to do this and assess. | Can you think of how your peer could improve his work? | Speaking and listening |