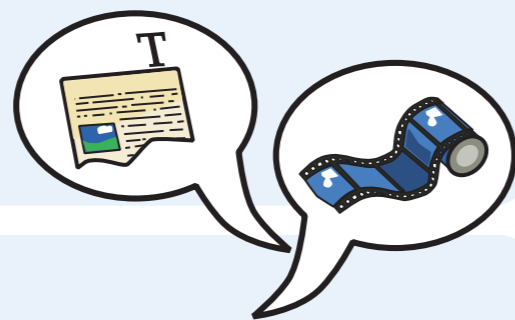


Communication

Levelled Examples



Level 5

4

3

2

1

Context:

Children had looked at example posters and discussed design conventions. They looked at features of good posters to use in their own work.

What the children did:

The children were asked to design poster to advertise a school pantomime. Children were asked to think about their audience. They worked independently to develop their poster, with peer evaluation part way through the activity.



What the children said:

What do people want to know?

I could change the background colour to compliment the image.

Pupils should:

- Be able to use a variety of digital image and audio materials, incorporating them in presentations.
- Recognise the need to consider purpose and audience in presenting ideas.
- Be able to prioritise the information to be included.
- Be able to organise and refine the information to best effect.
- Present information in a range of forms for specific purposes and familiar audiences.

Next steps:

Explain choices when presenting information for different purposes and wider or remote audiences.

Suggested resources:

Painting software e.g. 2Paint A Picture, Colour Magic, Dazzle, Revelation Natural Art, Fresco
Graphics software e.g. 2Draw, Aspects Draw, Textease

Suggested resources (continued):

Video / sound recording equipment e.g. digital camera / camcorder, microphone, sound recorder
Authoring / publishing software e.g. 2Create, Textease Presenter, PowerPoint, Kar2ouche, Word, Publisher, Clicker 5, 2Publish+, Photostory, Windows Movie Maker
Animation software: 2Animate, Pivot Stick Animator, Kar2ouche, 2Create

Example Cross Curricular Activities:

Produce guidance for new / younger pupils on using the school network / e-safety (PSHE).
Use master pages and slides to create a 'school template' for presentations to parents (Literacy).
Use a variety of media to publicise an event appropriate to different audiences (PSHE / Literacy).
Create a design for a flyer for a particular audience and use a database to add contact information using mailmerge (Literacy).
Adopt safe practices when using a blog to discuss a class topic e.g. Should mobile phones be banned in school? Is hair gel a solid, liquid or gas? (PSHE / Science).

Attainment target for ICT

Level 4

Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results. They add to, amend and combine different forms of information from a variety of sources. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using email. They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions. They compare their use of ICT with other methods and with its use outside school.

Level 5

Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using email. They create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how ICT devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in an ICT based model. They discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.

Level 6

Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.