

Year 7 - Term 1- Clear messaging in digital media

How do we create clear messages using digital media?

Year group: 7	Subject: Computing
Prior learning- linked to National curriculum	This unit is designed to build upon learners' experience in key stage 2. It requires learners to use a range of different skills across several pieces of software. Learners will work between different applications to create a poster and slides on a given theme.
Covid gaps	The unit is designed so that learners can concentrate on applying skills that they may have previously learnt as well as those learnt in the unit. Learners are given clear tasks for which they need to first plan and then implement a solution. A rubric is used to help learners focus on specific aspects of their work. Rubrics are used in the key stage 2 Teach Computing Curriculum, but are designed for teacher's use. In this unit, learners will need to assess others and self-assess against the rubric.
Rationale	This unit has been devised as a transitional unit to allow learners to confidently move from Year 6 to Year 7. By the end of the unit, they should also be able to use the school network safely and respectfully.
Vocabulary:	Keywords Poster, application, brand, logo, desktop publishing software, internet. Meanings of keywords can be found here: ☰ Year 7 : Topic 1 workbook
Cultural Capital:	National curriculum links <ul style="list-style-type: none">• Create, reuse, revise, and repurpose digital artefacts for a given audience, with attention to trustworthiness, design, and usability. Links to environmental issues / global warming.• Understand a range of ways to use technology safely, respectfully, responsibly, and securely, including protecting their online identity and privacy; recognise inappropriate content, contact, and conduct and know how to report concerns

Key assessments-name the assessments	<ul style="list-style-type: none"> We include an assessment rubric, which is introduced in Lesson 4 and used in Lessons 5 and 6. At the end of the unit, learners will self-assess against the rubric. Teachers can also use the rubric to make their own assessment of students' work.
What do children know/ can do now (EDSM)	See below.
What amendments are you going to make following evaluation of this module?	

EDSM

	Emerging	Developing/Securing	Mastered
Planning	Chosen: <ul style="list-style-type: none"> A logo from the selection provided A colour A font 	Chosen: <ul style="list-style-type: none"> A suitable logo that reflects the charity's theme One colour that reflects the charity's theme A font that is clear to read A position and size for the logo that is appropriate on one slide 	Chosen: <ul style="list-style-type: none"> Colours that reflect the charity's theme and are complementary A font that reflects the charity's theme A position and size for the logo that is suitable for all slide layouts
Implementation Branding	<ul style="list-style-type: none"> Recolour a logo Set the background colours of all slides Example text is added to some slide placeholders 	<ul style="list-style-type: none"> Recolour a logo using colours that reflect the charity's theme Shades of the colour used on all slides are consistent and colours reflect the theme 	<ul style="list-style-type: none"> The original logo outline can still be seen Complementary colours are used for the background and fonts Descriptive example text is added to

	<ul style="list-style-type: none"> • Font style, size, and colour are all set 	<ul style="list-style-type: none"> • Example text is added to all slide placeholders • Text is readable 	all slide placeholders
Implementation Adding content	<ul style="list-style-type: none"> • Text is added to all slides • An image has been added to the correct slide 	<ul style="list-style-type: none"> • Chosen text relates to the charity • Text is positioned in the correct frame and the design styles have been maintained • Chosen image relates to the charity and is sized to match the placeholder 	<ul style="list-style-type: none"> • Text is to the point and communicates the key message • Chosen image relates to the text on the slide and enhances the message
Evaluation	<ul style="list-style-type: none"> • A description of what went well 	<ul style="list-style-type: none"> • The completed digital artefact is reviewed against the plan • Comments are made about what was learnt from creating the poster that helped when creating the presentation 	<ul style="list-style-type: none"> • Suggestions are made for how the plan or presentation could have been improved

Lesson	Brief overview	Learning objectives
1 Get the message across	This lesson builds on the experiences learners will have had in primary school. Learners will need to consider the search terms needed to find specific content on the web. Learners will then search the web to find content they deem good, which they will capture and annotate digitally. This lesson is designed to get learners to move between applications and use a variety of applications and tools.	<ul style="list-style-type: none"> • Choose search terms relating to a particular issue • Use tools to copy an image into another application • Identify key features of a good poster

2 Poster making	In this lesson learners will apply the features of a good poster identified in the last lesson. Learners will plan and create their own poster based on the poster they chose in Lesson 1.	<ul style="list-style-type: none"> ● Plan a poster to clearly convey a message ● Choose and download a suitable image ● Create a poster using a desktop publishing application
3 Brand	This lesson starts to develop the idea of branding, which learners will concentrate on later in the unit. Students will work across applications to recolour a logo and add it to a slide. Learners will then add text and colour to the slide using the poster they made in the previous lesson for reference. Learners will also use comment tools to provide feedback for a partner.	<ul style="list-style-type: none"> ● Modify a logo using a graphic editing program ● Choose how to combine text and graphics in a slide ● Use digital tools to provide feedback on design choices
4 Creating a brand	In this lesson learners will design and make three blank slides for a fictional charity. Learners will focus on branding in this lesson and then create example content in the next lesson. Learners should be independently applying skills that they have learnt in previous lessons in this unit. Learners will consider their work alongside a rubric that is provided and will be used later to self-assess their work.	<ul style="list-style-type: none"> ● Plan a consistent layout for a set of slides ● Modify a logo so that it fits in with the planned slide styles ● Create a styled set of slides based on a plan
5 Adding content	In this lesson learners will add text and an image to their slides. Learners will need to search the web for text and a suitable image. After learners have completed their slides, they will review another students' slides and give feedback using a rubric for reference.	<ul style="list-style-type: none"> ● Search for suitable text for slides ● Search for and add a suitable image ● Evaluate content against a rubric

6 Presenting	In this lesson learners will plan a presentation for their slides. They will then present their slides to the class or a smaller group. Finally, learners will evaluate their work against the rubric.	<ul style="list-style-type: none">● Plan how to deliver a presentation● Explain your work to others through a presentation● Evaluate your work against a rubric
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