

# Year 6

## ICT - Unit 6A Multimedia presentation

### ABOUT THE UNIT

In this unit children learn to create a multimedia presentation using text, images, and sounds. They will be taught to create links between pages and show sensitivity to the needs of their audience.

Children will apply what they have learnt in this unit when communicating and presenting information in music, art, history, geography, science, design and technology.

### WHERE THE UNIT FITS IN

Children may have created individual multimedia pages in earlier units.

This unit assumes that children are familiar with tree diagrams.

### TECHNICAL VOCABULARY

- interactive
- hot spot/hyperlink
- attach
- hypertext

### RESOURCES

- [MS Powerpoint](#)
- microphone
- CD-ROMs (Internet browser)
- printouts of sample pages

### EXPECTATIONS

#### at the end of this unit

*most children will:*

use a multimedia authoring program to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text

*some children will not have made so much progress and will:*

use a multimedia authoring package to assemble images, sound and text on a multimedia page

*some children will have progressed further and will:*

use a multimedia package to organise, refine and present a set of linked multimedia pages, which incorporate images, sounds and text; create pages which offer users a variety of options; present information that matches the needs of the audience



LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD		CHILDREN WILL	
<b>SETTING THE SCENE</b>			
<ul style="list-style-type: none"> <li>understand the potential of multimedia to include a range of media and give the user a range of options</li> </ul>	<ul style="list-style-type: none"> <li>Remind/discuss with the class the difference between a CD-ROM and books and videos, and demonstrate that a CD-ROM includes a range of media and offers the user different options. Discuss how these options address the needs of different audiences.</li> </ul>	<ul style="list-style-type: none"> <li>contribute to discussion</li> </ul>	<p>Children should be encouraged to think about the advantages and disadvantages of multimedia and how it compares with other forms of communication, such as telling a story.</p>
<b>SHORT FOCUSED TASKS</b>			
<ul style="list-style-type: none"> <li>recognise the features of good page design</li> <li>develop their understanding of good design in relation to multimedia pages</li> </ul>	<ul style="list-style-type: none"> <li>Show the class a variety of multimedia page designs. Discuss how emphasis and location help the user understand the page, <i>eg how buttons are placed consistently, how bright colours and sizes are used to indicate importance, how pictures and text complement each other.</i></li> <li>Ask the children to evaluate a CD-ROM or Internet home page and list the features which they think work or do not work.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate multimedia pages which show consistency of design</li> </ul>	<p>Features of good page design include:</p> <ul style="list-style-type: none"> <li>buttons placed consistently,</li> <li>easy to understand icons,</li> <li>clarity,</li> <li>appropriate use of pictures and text,</li> <li>appropriate use of text size and colour to indicate importance</li> <li>interesting backgrounds and transitions which do not detract from the message</li> </ul>
<ul style="list-style-type: none"> <li>create a page of sounds which are activated by appropriately named and positioned buttons</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to create a button which plays sounds saved on the computer.</li> <li>Demonstrate how to save sounds on the computer (from CD-ROM, the internet, mp3 player etc.</li> <li>Demonstrate how to record sounds using a microphone.</li> <li>Divide the class into groups and ask them to create a page which includes a menu of sounds. The page could be a page of sounds recorded from musical instruments, or an interactive, generic, greeting (e.g. for an infant class) which includes hot spots linked to sounds appropriate to different occasions.</li> </ul>	<ul style="list-style-type: none"> <li>sample sounds and save them on the computer</li> <li>create a multimedia page</li> </ul>	



LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD		CHILDREN WILL	
<ul style="list-style-type: none"> <li>• organise sample screens and identify appropriate choices and links</li> <li>• learn how to make buttons and define actions to make links to specific other pages</li> </ul>	<ul style="list-style-type: none"> <li>◆ Demonstrate how buttons can create links between pages.</li> <li>◆ Prepare a set of A4 sheets showing sample multimedia pages without links. The set should include a menu page and pages which lead to a number of following pages.</li> <li>◆ Ask the children to work in groups to identify the links between the pages, draw on any necessary buttons and write next to the buttons the page to which they link.</li> <li>◆ Ask each group to produce a flow chart showing the links between the pages. The arrows on the flow chart should be labelled with the choice that would appear on screen.</li> <li>◆ Ask the children to create buttons on prepared multimedia pages to link pages appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• devise links between planned multimedia pages</li> <li>• experiment with buttons to link pages</li> </ul>	<p>Children who find connecting pages easy to understand could be introduced to the idea of branching structures and web-like structures.</p>
<b>INTEGRATED TASK</b>			
<ul style="list-style-type: none"> <li>• create well-designed pages using links to present the user with clear information</li> </ul>	<ul style="list-style-type: none"> <li>◆ Explain to the class that they will use what they have learnt to create a multimedia presentation about the mountain environment they have been studying. It should include images, sounds (national anthem, animal files, spoken commentary) and text.</li> <li>◆ Ask the class to recall what they have learnt so far.</li> <li>◆ Remind the class how to insert an image on a page.</li> <li>◆ Divide the class into small groups and ask each group to choose their audience.</li> <li>◆ Ask each group to draw a diagram of their presentation, showing how the pages link.</li> <li>◆ Children should then:                         <ul style="list-style-type: none"> <li>design their pages on screen (including images, sound and text) giving attention to layout</li> <li>select appropriate backgrounds and transitions</li> </ul> </li> <li>Ask children to demonstrate their presentation and print out their pages (six slides per page!)</li> </ul>	<ul style="list-style-type: none"> <li>• use a multimedia authoring program (MS Powerpoint) to organise, refine and present information about a particular mountain environment in different forms for a specific audience</li> </ul>	