

Penbridge School Computing Curriculum



Unit: Design and create

NC Link:

(KS1) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

(KS2) 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

Success Criteria Progression:

Year 1	<p><u>Digital writing</u> Children will be able to recognise and use the different keys on a keyboard. Children will be able to make different stylistic choices (font, colour, bold, italics, underlined). Children will be able to save or upload their learning.</p> <p><u>Digital painting</u> Children will be able to recreate artist's styles by making choices. Children will be able to create marks and shapes. Children will be able to independently choose appropriate colours and tools for the creation.</p>
Year 2	<p>Children will be able to take photos using a device. Children will be able to edit a photo. Children will be able to create music on a device. Children will be able to retrieve creations they have made. Children will be able to review and change their own creations.</p>
Year 3	<p>Children will be able to create digital content. Children will be able to plan a product before creating it.</p>
Year 4	<p>Children will be able to create content in response to a given goal. Children will be able to evaluate their content.</p>
Year 5	<p>Children will be able to explain what a target audience is. Children will be able to choose a target audience for a product they design.</p>
Year 6	<p>Children will be able to create a system (app design) in response to a given goal. Children will be able to evaluate and improve a system. Children will be able to explain how a system is designed for a specific audience.</p>

Year 1 – Unit 1

Follow NCCE (Teach Computing): Creating media – digital painting					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><u>LO: To describe what different freehand tools do.</u></p> <p>This lesson introduces learners to the freehand tools available for digital painting.</p>	<p><u>LO: To use the shape tool and the line tools.</u></p> <p>This lesson introduces learners to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist.</p>	<p><u>LO: To make careful choices when painting a digital picture.</u></p> <p>This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist.</p>	<p><u>LO: To explain why I chose the tools I used.</u></p> <p>This lesson increases learners' understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky.</p>	<p><u>LO: To use a computer on my own to paint a picture.</u></p> <p>Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist.</p>	<p><u>LO: To compare painting a picture on a computer and on paper.</u></p> <p>Learners compare their preferences when creating paintings on computers and on paper.</p>

Full lesson plans and resources available on <https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting>

Year 1 – Unit 2

Follow NCCE (Teach Computing): Creating media – digital writing					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><u>LO: To use a computer to write.</u></p> <p>Learners will familiarise themselves with a word processor and think about how they might use this application in the future. The learners will also identify and find keys, before adding text to their page by pressing keys on a keyboard.</p>	<p><u>LO: To add and remove text on a computer.</u></p> <p>Learners will continue to familiarise themselves with word processors and how they can interact with the computer using a keyboard. The learners will focus on adding text and will explore more of the keys found on a keyboard. Finally, they will begin to use the Backspace key to remove text from the computer.</p>	<p><u>LO: To identify that the look of text can be changed on a computer.</u></p> <p>Learners will begin to explore the different tools that can be used in word processors to change the look of the text. Learners will use the Caps Lock key to add capital letters to their writing and will begin thinking about how to use this successfully. Learners will match simple descriptions to the related keys. Finally, learners will begin exploring the different buttons available on the toolbar in more detail, and use these to change their own text.</p>	<p><u>LO: To make careful choices when changing text.</u></p> <p>Learners will begin to understand when it is best to change the look of their text and which tool will achieve the most appropriate outcome. The learners will begin to use their mouse cursor to select text to enable them to make more efficient changes. They will explore the different fonts available to them and change the font for their lost toy poster.</p>	<p><u>LO: To explain why I used the tools that I chose.</u></p> <p>Learners will begin to justify their use of certain tools when changing text. The learners will decide whether the changes that they have made have improved their writing and will begin to use 'Undo' to remove changes. They will begin to consolidate their ability to select text using the cursor, through double-clicking and clicking and dragging. The learners will be able to explain what tool from the toolbar they have used to change their writing.</p>	<p><u>LO: To compare typing on a computer to writing on paper.</u></p> <p>Learners will make comparisons between using a computer for writing and writing on paper. The learners will discuss how the two methods are the same and different and think of examples to explain this. They will demonstrate making changes to writing using a computer to compare the two methods. Finally, the learners will begin to explain which they like best and think about which method would be the best method to use in different situations.</p>

Full lesson plans and resources available on <https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing>

Year 2 – Unit 1

Follow NCCE (Teach Computing): Creating Media – Digital photography					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><u>LO: To use a digital device to take a photograph.</u></p> <p>This lesson introduces the concept that many devices can be used to take photographs. In the lesson, learners begin to capture their own photographs.</p>	<p><u>LO: To make choices when taking a photograph.</u></p> <p>A photograph can be taken in either portrait or landscape format. In this lesson, learners explore taking photographs in both portrait and landscape formats and explore the reasons why a photographer may favour one over the other.</p>	<p><u>LO: To describe what makes a good photograph.</u></p> <p>A photograph is composed by a photographer. In this lesson, learners discover what constitutes good photography composition and put this into practice by composing and capturing photos of their own.</p>	<p><u>LO: To decide how photographs can be improved.</u></p> <p>This lesson introduces the concepts of light and focus as further important aspects of good photography composition. In this lesson, learners investigate the effect that good lighting has on the quality of the photos they take, and explore what effect using the camera flash and adding an artificial light source have on their photos. They also learn how the camera autofocus tool can be used to make an object in an image stand out.</p>	<p><u>LO: To use tools to change an image.</u></p> <p>This lesson introduces the concept of simple image editing. Learners are introduced to the Pixlr image editing software and use the 'Adjust' tool to change the colour effect of an image.</p>	<p><u>LO: To recognise that photos can be changed.</u></p> <p>This lesson introduces the concept that images can be changed for a purpose. Learners are introduced to a range of images that have been changed in different ways and through this, develop an awareness that not all images they see are real. To start the lesson, learners are first challenged to take their best photograph by applying the photography composition skills that they have developed during the unit.</p>





Full lesson plans and resources available on <https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography>

Year 2 – Unit 2

Follow NCCE (Teach Computing): Creating Media – making music					
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><u>LO: To say how music can make us feel.</u></p> <p>In this lesson learners will listen to and compare two pieces of music from <i>The Planets</i> by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.</p>	<p><u>LO: To identify that there are patterns in music.</u></p> <p>In this lesson, learners will explore rhythm. They will create patterns and use those patterns as rhythms. They will use untuned percussion instruments and computers to hear the different rhythm patterns that they create.</p>	<p><u>LO: To experiment with sound using a computer.</u></p> <p>During this lesson, learners will explore how music can be used in different ways to express emotions and to trigger their imaginations. They will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.</p>	<p><u>LO: To use a computer to create a musical pattern.</u></p> <p>In this lesson, learners will develop their understanding of music. They will use a computer to create and refine musical patterns.</p>	<p><u>LO: To create music for a purpose.</u></p> <p>In this lesson, learners will choose an animal and create a piece of music using the animal as inspiration. They will think about their animal moving and create a rhythm pattern from that. Once they have defined a rhythm, they will create a musical pattern (melody) to go with it.</p>	<p><u>LO: To review and refine our computer work.</u></p> <p>In this lesson, learners will retrieve and review their work. They will spend time making improvements and then share their work with the class.</p>

Full lesson plans and resources available on <https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music>

Year 3 – Video Creation

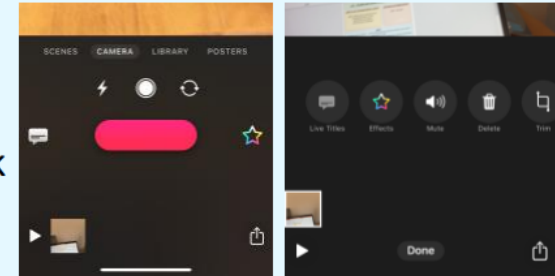
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><u>LO: To plan and record a video and add posters.</u></p> <p><u>Starter:</u> Have you ever filmed a video before? What software did you use? Did you edit the video?</p> <p><u>Input:</u> Introduce unit to children – explain they are going to become directors and create a video about a topic. Just like authors when they write, directors plan out what they’re going to be filming. Tell children the topic of their film – discuss what they could include. They are going to be filming themselves talking about the topic. Children can work on their own or in pairs to write a short plan for their video. (You might want to give children questions to answer or sections they can talk about)</p> <p><u>Activity:</u> See below</p> <p><u>Less Able:</u></p> <p><u>More Able:</u></p> <p><u>Plenary:</u> Add to thinking hat reflection sheet</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> <div style="width: 20%; border: 1px solid black; padding: 2px;"> <p>What went well today when making your video?</p>  </div> <div style="width: 20%; border: 1px solid black; padding: 2px;"> <p>What changes would you want to make to your video next week?</p>  </div> <div style="width: 20%; border: 1px solid black; padding: 2px;"> <p>Write one fact you learnt about using Clips today.</p>  </div> <div style="width: 20%; border: 1px solid black; padding: 2px;"> <p>Write one thing you would like to get better at after this lesson.</p>  </div> </div>	<p><u>LO: To trim and organise clips and add stickers to my video.</u></p> <p><u>Starter:</u> Read thinking hat reflections and discuss how they can make the changes they wanted today.</p> <p><u>Input:</u> Discuss audience with children – What is a target audience? Who is the audience of your video? How can you make sure you are making a video they would enjoy to watch? Children to refer back to their plans – are there any changes they want to make to it?</p> <p><u>Activity:</u> See below</p> <p><u>Less Able:</u></p> <p><u>More Able:</u></p> <p><u>Plenary:</u> Thinking hat reflection on sheet.</p>	<p><u>LO: To plan and create a setting for my videos.</u></p> <p><u>Starter:</u> Create a circle map filling in all the skills/tips you’ve learnt about creating a video so far.</p> <p><u>Input:</u> Get children to think about their favourite film or TV show – where and when does it take place? Discuss that film makers often use shots to help set up a scene and provide details about locations. Show some different scene clips from films – discuss the use of angles, music and filters and how they’re used to set a mood.</p> <p><u>Activity:</u> See below</p> <p><u>Less Able:</u></p> <p><u>More Able:</u></p> <p><u>Plenary:</u> Share clips with each other and peer assess.</p>	<p><u>LO: To plan and create a video with a plotline.</u> (2 lessons)</p> <p><u>Starter:</u> Add to/create your circle map filling in all the skills/tips you’ve learnt about creating a video so far.</p> <p><u>Input:</u> Discuss with children why people make videos – the most common purpose is to tell a story and entertain people. Introduce project to children – give them a task and a target audience. Children to be put into teams and take time to discuss ways they could tackle the project. Explain to children that they will have two lessons to plan and create their project and that they will be working through at different paces and without adult support!</p> <p><u>Activity:</u> See below</p> <p><u>Less Able:</u></p> <p><u>More Able:</u></p> <p><u>Plenary:</u> Lesson 4 – Self assessment sheet. Lesson 5 - Share videos as a class – give each group a different group to complete a reflection on.</p>	

ACTIVITY

Children to use iPads to record their videos. Go through and demonstrate each step with children and then give them time to complete the activity before moving onto the next step.

STEP 1 – Create a new Clips project and then record yourself talking.

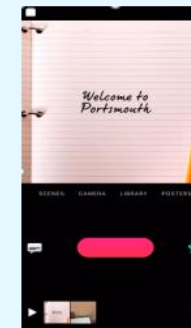
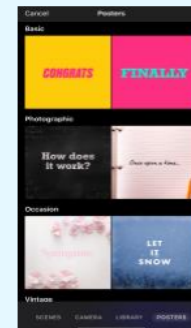
Children hold the pink record button and introduce themselves and can talk about their first section. Children can then watch the clip back and choose whether to delete the clip and try again or keep it.



STEP 2 – Share some examples from step one and then give children time to record their next sections. They can record each section separately.

STEP 3 – Demonstrate to children how to add posters to their film so far.

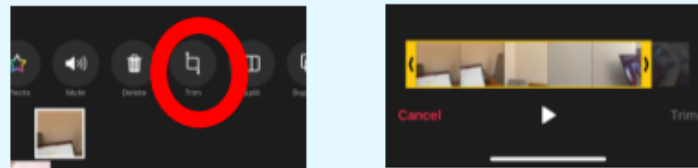
STEP 4 – Share some videos using AirPlay



ACTIVITY

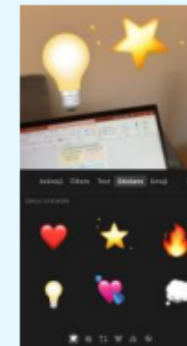
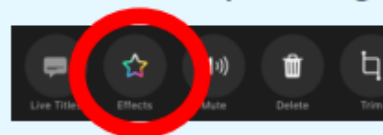
Step 1 - Get children to watch back their videos – talk with a partner about what they think of their video.

Step 2 - Children to watch back each of their clips. Are there bits at the start and end that shouldn't be there? Such as you pressing record or walking out of shot. Children to trim each of their clips.



Step 3 – Discuss with children about how the order of their clips and posters could be important when reaching your target audience. Children to reorganise their clips and put posters at the start of clips as introductions to the sections.

Step 4 – Children to add stickers, text and emojis to their video for effect. Discuss with children target audience and only adding stickers for a purpose.



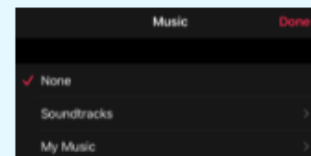
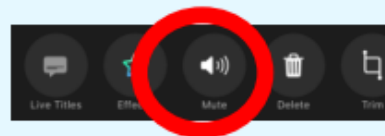
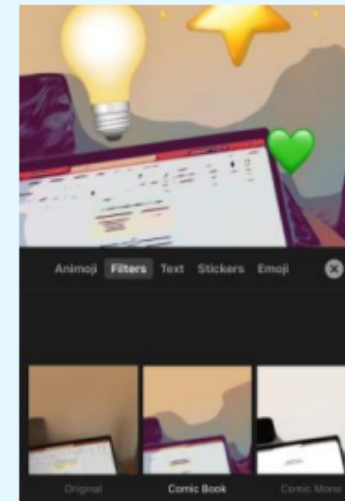
ACTIVITY

Step 1 – Children to plan at least three scene setting clips they could add. How are your scenes adding detail about the location and time of your video? Make sure children plan angles of filters they could use.

Step 2 - Children to film and add their scenes to their video. Remind children how to move clips around to the right place.

Step 3 – Children to add filters to their video to build effect.

Step 4 – Children to add music to their video – discuss with children that there will be times they need to mute the sound of their video so you can only hear the music.

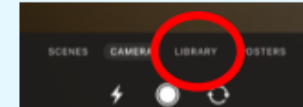


ACTIVITY

Step 1 – WHOLE CLASS ACTIVITY – show children how to add, frame and make photos move that are in their library.



To add a picture, once children have zoomed in or out to get it the right size, they use the pink record button to record a clip of the picture to add it. Whilst recording children can use a finger to move the picture around which will make it move in the video.



Step 2 - Children need to develop and plan a plot onto a flow map.

Step 3 – Children need to create a list of the shots they need to take.

Step 4 – Children to record shots thinking carefully about angles and movements.

Step 5 – Children to edit their videos using all of the skills they have learnt

Year 4 – Video Creation

Lesson 1	Lesson 2	Lesson 3	Lesson 4 +5
<p><u>LO: To present using a teleprompter.</u></p> <p><u>Starter:</u> This half term you are going to be making tutorials. What is a tutorial? Watch some different tutorials and write a steps to success.</p> <p><u>Input:</u> Introduce teleprompters. What makes a good script for a presenter? Model how to use Pages as a teleprompter</p> <p><u>Activity:</u> Children to work in pairs as they need two iPads.</p> <p>Children to write scripts on Pages and then use a teleprompter. Film using other iPad.</p> <p><u>Less Able/More Able: Mixed ability pairs</u></p> <p><u>Plenary:</u> Evaluate your use of a teleprompter.</p>	<p><u>LO: To use different angles to make a video more interesting.</u></p> <p><u>Starter:</u> Look at the stages of video production: pre-production, production and post-production.</p> <p><u>Input:</u> Learn about different shots – over the shoulder, point of view, insert shot, cutaway shot.</p> <p>Look at different angles when filming – low angle, eye level and high angle.</p> <p><u>Activity:</u> Children to practice filming using the different shots learnt. The clips they film should build on their video from last week.</p> <p><u>Less Able/More Able: Mixed ability pairs</u></p> <p><u>Plenary:</u> Evaluate the clips you filmed today</p>	<p><u>LO: To edit clips together.</u></p> <p><u>Starter:</u> Prediction key – what is a rough cut?</p> <p><u>Input/Activity:</u> Model to children step by step how to edit their video clips together.</p> <p><i>See below</i></p> <p><u>Less Able/More Able: Mixed ability pairs</u></p> <p><u>Plenary:</u> Evaluate your creation</p>	<p><u>LO: To create a tutorial video.</u></p> <p><u>Starter:</u> Create a circle map with everything you have learnt about making a tutorial. FOR: Explain why it is a useful skill</p> <p><u>Input:</u> Give children a project brief which should include a given goal (assessed).</p> <p><u>Steps to success:</u></p> <div style="background-color: #0056b3; color: white; padding: 5px;"> <ul style="list-style-type: none"> ✓ Plan your workflow in detail with a script, shot list and schedule. ✓ Use a teleprompter for any on-camera speaking. ✓ Record each step using a variety of camera angles. ✓ Include detail to make it interesting. ✓ Add overlay, speed and transition effects where helpful. </div> <p><u>Activity:</u> Children to work in groups to create their own tutorial video and edit it together. <i>Remind children they can split off to film parts on different iPads and then airdrop them to one when editing.</i></p> <p><u>Less Able/More Able: Mixed ability groups</u></p> <p><u>Plenary:</u> Peer assess final creations</p>

Activity 1: present using a teleprompter

The job of an on-camera performer is often to turn a written script into a speech that sounds natural. Sometimes performers have to deliver more text than they have time to memorise. In the old days, they solved this problem by using **cue cards**. Today, the **teleprompter** is a digital solution. Learn how iPad and Pages can help overcome the challenge of memorising long speeches.

1. Write the script:

- ✓ Pick a simple physical talent you have, like snapping your fingers or winking.
- ✓ Create a new document in Pages and write an introduction. Start with a greeting. Then include your name, what you'll share and a brief overview of how you'll do it.
- ✓ Write down each step to performing your skill or talent. Keep each step short. Start a new paragraph for each one.
- ✓ End with a quick summary of the action.

ELEMENT	EXAMPLE
Greeting	"Hello!"
Name	"My name is Maria."
Proposal	"I'm going to show you my physical talent... wiggling my ears!"
Overview	"First I'll tell you how I discovered how to wiggle my ears. Then I'll show you how you can wiggle yours too!"



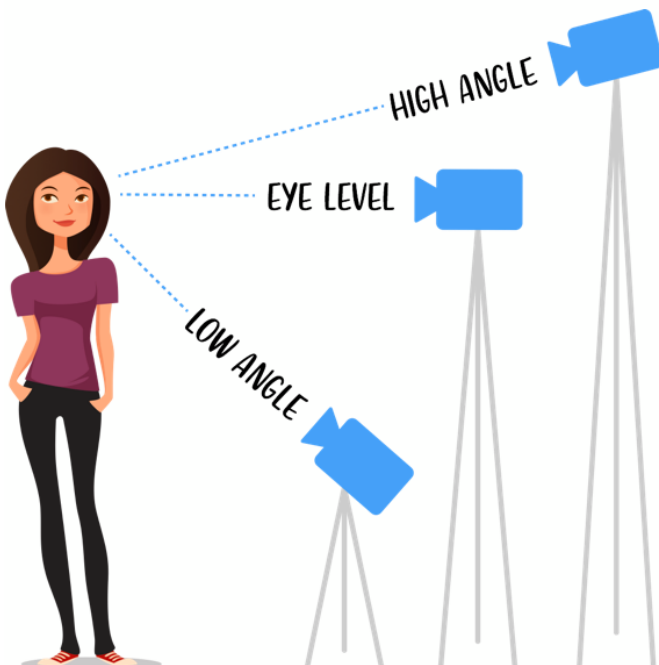
3. Use iPad as a teleprompter:

- ✓ Place the iPad close to where you'll perform so you can read the screen.
- ✓ Support the iPad on a table against a stack of books. Or use a tripod with a clamp to mount your iPad.
- ✓ With the script open in Pages, Tap **⋮**, then tap Presenter Mode.
- ✓ Tap **Aa**, then turn on Auto Scroll. Set the scrolling speed to 160 words per minute.
- ✓ Tap the centre of the screen to start the scrolling. Tap again to pause.

Y4 L2

The process of creating a video is divided into three stages: **pre-production**, **production** and **post-production**. The steps in each stage make up the **workflow** of a project. Pre-production includes creating shot lists and drawing storyboards, as you did in earlier chapters. In this activity, you'll plan and create a fun **montage** using a variety of interesting and unusual camera angles.

2. **Record an over-the-shoulder (OTS) shot.** Position your iPad slightly behind a person in the scene as if you're looking over that person's shoulder. The edge of the frame should include part of the person's head and shoulder.



3. **Record a point-of-view (POV) shot.**

Compose a shot through a character's eyes. This shows the audience what they'd see if they were practising the skill or talent.

4. **Show details with an insert shot or a cutaway shot.** Fill the frame with a close view of the action. Or show a detail from the setting that reveals important information to the audience. These shots will be very useful in post-production when you edit your video.

5. **Record from unusual angles.** The most natural place to set up the camera is at eye level because it's your everyday viewpoint. Now it's time to get more adventurous and record a few shots from angles you don't see every day:

- ✓ Get down low with a **low-angle shot**. Looking up from ground level makes the character look taller and more powerful. This shot is great for introducing the star of the show.
- ✓ Go sky-high with a **high-angle shot**. The sight from above can make characters look smaller and vulnerable. This angle is great for establishing shots in smaller settings.
- ✓ Disorient the viewer with a **Dutch-angle shot**. Tilt the camera to one side, making the horizon diagonal. This shot creates an unusual, dramatic look; use it sparingly.

Y4 L3

The professional post-production workflow begins with assembling a **rough cut**. In this activity, you'll use iMovie to put together a rough cut. You'll also add a **B-roll** clip to cut away to details of the action and hide abrupt jumps between shots in editing.

1. Create a new iMovie project:

- ✓ Open iMovie, tap **+**, then tap Movie.
- ✓ Tap Video in the media library.
- ✓ Find your best take from the first activity and tap it.
- ✓ Tap **👉** to select the clip. You'll use this to start your project.
- ✓ Tap Create Movie. The clip will appear in the timeline.

4. Adjust the cutaway:

- ✓ Play the B-roll clip. Notice that it's muted so the speech is still audible.
- ✓ Touch and hold the cutaway, then drag to reposition it where you want.
- ✓ Trim if you need to.

2. **Trim the speech.** It's easy to trim the beginning or end of a clip. But what if the problem is in the middle? Split the clip and remove it:

- ✓ Pinch out to zoom in to the timeline.
- ✓ Position the **playhead** at the start of the segment you want to remove.
- ✓ To split the clip into two segments, tap the clip, tap Actions, then tap Split.
- ✓ Drag the yellow handles to edit out portions of the clips.
- ✓ Tap **▶** to review your edit.


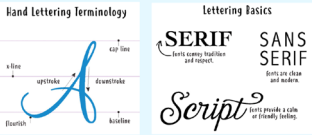
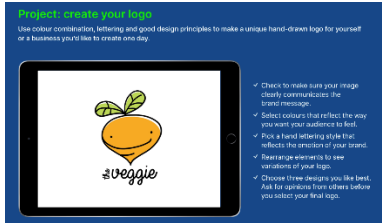
3. Repair the **jump cut** with an **overlay**.

When you remove a segment of a clip, the action in the remaining parts of the clip might jump. Add a B-roll clip, such as a cutaway shot, to hide the jump cut. Use the overlay effect to add B-roll on top of the **talking head shot**:

- ✓ Position the playhead where you want the cutaway to start.
- ✓ Select a cutaway or insert shot in the media library that shows the action mentioned in the second clip.
- ✓ Tap **⋮**, then tap **□** to add the shot with the overlay effect.

CHALLENGE: Add B-roll clips that go with the spoken audio over every clip between the introduction and ending speeches.

Year 5 – Digital Art

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5+6
<p>LO: To plan and research logos. Starter: What do you already know about target audiences?</p> <p>Input: What is a logo? Understand common logo elements – symbols, words and sometimes a tagline. Why do designers plan things first?</p>  <p>Activity: See below</p> <p>Less Able:</p> <p>More Able:</p> <p>Plenary: Share your plans with a partner – is there anything to add.</p>	<p>LO: To create the images for a logo. Starter: Re-cap the parts of a logo.</p> <p>Input: Look back at your plans. How do the visual elements of a logo send a message to the audience? Think about what feeling or story you are trying to communicate with your logo. Look at different colour palettes – how do they make you feel?</p> <p>Activity: See below</p> <p>Less Able:</p> <p>More Able:</p> <p>Plenary: Thinking hat reflection</p>	<p>LO: To create writing for logo. Starter: Open up the picture from last week - give your partner two stars and a wish for their picture</p> <p>Input: Learn about hand lettering. Look at different lettering styles and how they help set the tone or mood of a logo. They can contain an upstroke, a downstroke and a flourish. There are three basic types of lettering: serif, sans serif and script.</p>  <p>Activity: Practise hand lettering:</p> <ul style="list-style-type: none"> Use a variety of brush or pen types and pressure for a variety of styles. Add some extra style to your lettering with embellishments. Practise writing your brand name and tagline in different types of serif, sans serif and script styles. <p>Less Able:</p> <p>More Able:</p> <p>Plenary: Which font was your favourite? Explain why it's your favourite. What mood or tone will it create for the audience?</p>	<p>LO: To understand how a target audience influences designs. Starter: Tell a partner everything you can remember about creating a logo.</p> <p>Input: Graphic designers create multiple versions of a single logo before they present their ideas to a client. Discuss what a target audience is. How might this impact a graphic designers choices? When they create different designs, they keep most of the design the same but adjust small parts. Show children different versions of the same logo. Discuss ways you can adjust your logo.</p> <p>Activity: Children apply these skills to their logo.</p> <p>Less Able:</p> <p>More Able:</p> <p>Plenary: Show children a list of target audiences. Look at your different designs. Which one would suit each target audience best? Label your designs</p>	<p>LO: To create a logo. (2 lessons) Starter: Create your design brief</p> <p>Input: Today you are using all of the skills you have learnt to create a logo.</p> <p>Steps to success:</p> <ul style="list-style-type: none"> Create a picture Change the style of writing Think of the colours <p>How will you ensure it matches the target audience?</p> <p>Activity: Use the skills learnt to create a logo. Make sure you are constantly thinking about how your choices match the target audience.</p>  <p>Less Able/More Able: Mixed ability groups</p> <p>Plenary: Share creations and evaluate linked to target audience.</p>

Activity 1

Get inspired. Go on a logo scavenger hunt. Add an image of each type of logo to a Keynote slide:

- ✓ A single-colour logo
- ✓ A hand-drawn logo
- ✓ A retro-style logo
- ✓ A simple logo
- ✓ A logo you love
- ✓ A logo you don't like

Hand-drawn logo



Simple logo



Logo I like



Single-colour logo



Retro logo



Logo I don't like



ACTIVITY

Activity 2

Create a **design brief**. Describe your purpose, tagline and audience:

- ✓ Make a personal logo, a logo to spread a message, or one for a school club or business you want to create one day.
- ✓ Let the name speak for itself. Let others know what your brand is about.
- ✓ Create a tagline that's memorable and meaningful.
- ✓ Brainstorm words and symbols that tell the story of your brand.
- ✓ Think about colours that represent the words and symbols.



ACTIVITY

1. In Keynote, use symbols and sketch objects that represent your brand:

- ✓ Trace over shapes.
- ✓ Use or modify basic shapes like circles, squares and triangles.
- ✓ Create symbols that are symmetrical or **asymmetrical**.
- ✓ Create organic shapes like a hand, a leaf or an animal.
- ✓ Use a symbol to represent an idea. Go to Activity 1 in the Doodle Art chapter if you need help.



2. Pick a **colour scheme**:

- ✓ Choose two to three colours at the most.
- ✓ Choose a **dominant colour**. Choose one to two **accent colours**.
- ✓ Create **contrast**.

3. Experiment with colour. Try different **colour variations of your logo**:

- ✓ Colour is a powerful way to communicate a message. How do the colours make your audience feel?
- ✓ Think about the colour palette you chose. Do the colours work with the symbols you created? If not, try a new colour scheme.



EXAMPLES



Modify and adjust shapes



Symmetrical logo



Organic shape logo



A symbol to represent an idea



Basic shape logo

Y5 L3



Y5 L4

1. Keep it simple:

- ✓ Don't overcrowd your design with too many objects.
- ✓ Limit your use of colour. Using just two colours is usually best.

2. Balance your objects:

- ✓ Arrange your symbol, word and tagline in different placements.
- ✓ Do they look good in a certain order? Try different variations.

3. Adjust spacing and size:

- ✓ Should you make the lettering smaller and the symbol larger?
- ✓ How does it look if you do the opposite?

4. Determine a focal point:

- ✓ Change colour and lettering styles to emphasise the part of the logo you want to get the most attention.

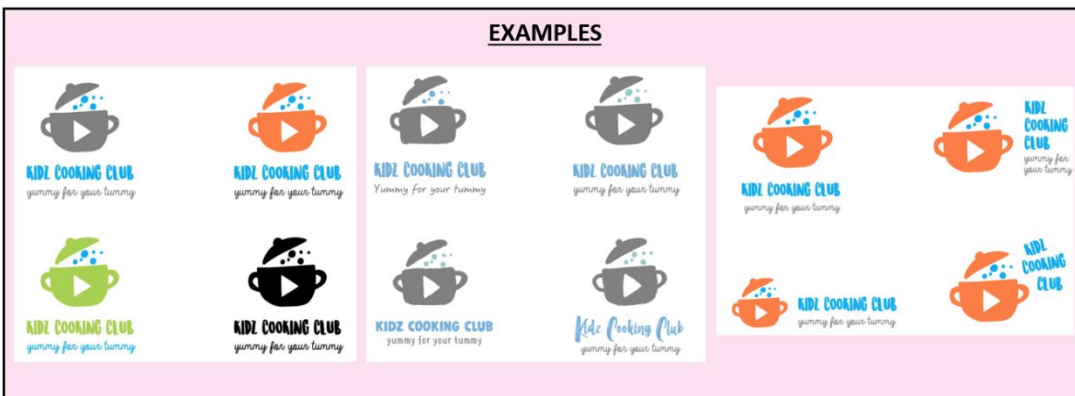
Simplify



Before



After



SYMMETRY

Elements on either side of the axis are arranged similarly.



ASYMMETRY

Elements on either side are shaped differently but visually balanced.

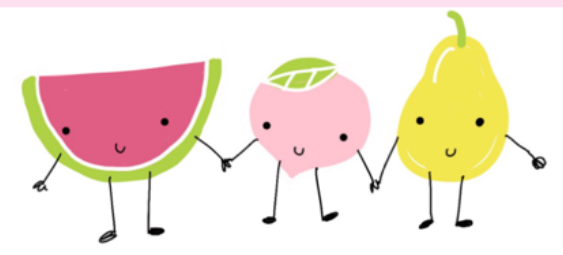


RADIAL

Elements are arranged in a circle.



EXAMPLES



beafruitful friends

Pen palz Penguinz

Year 6 – App Design

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<p><u>LO: To plan an app for a specific purpose.</u> <u>Starter:</u> What is a target audience? How might something/an app be different if it is made for children compared to if it is made for adults?</p> <p><u>Input:</u> Introduce children to project – show them an example of a finished project. Give children the purpose and audience of their app – discuss how they can achieve this goal and ensure it will meet the needs of the audience. How can they ensure it is age appropriate? Children can work independently or in groups to create the app.</p> <p><u>Activity:</u> Children will need to plan and their apps and collect the information and facts they will need to include. These plans can be completed on paper. They will need to plan what pages their app will have and what information needs to be on those pages.</p> <p><u>Less Able:</u></p> <p><u>More Able:</u></p> <p><u>Plenary:</u> Share your app plan with another group and discuss if your plan meets the needs of the audience and achieves the given goal. Peer assess – Blue/Yellow hat: How are they meeting the goal and targeting the audience? Green hat: What changes could they make to ensure they achieve the given goal?</p>	<p><u>LO: To create an app which achieves a specific goal.</u> <u>Starter:</u> Read your peer assessment from last lesson – think about how you can act upon it this lesson. Make changes to your plan in purple pen.</p> <p><u>Input:</u> Recap plans from last week. Model to children how to start making their app – depending on how confident the children are; either model the whole process for the lesson or do it step by step giving children time to complete the steps in between.</p> <p><u>Activity:</u> STEP 1 - Change the size of the slides to suit the mobile app (e.g a phone size, tablet) and change the background colour. Dimensions of different devices: https://mediag.com/wp-content/uploads/2018/03/MG_PopularScreenResolutions_Graph-3.pdf STEP 2 - Add a welcome page for the app with text and images explaining what the app is about - a bit like a book blurb. STEP 3 - Edit the images (crop, rotate, borders) to suit the design, such as our school's logo.</p> <p><u>Less Able:</u> <u>More Able:</u></p> <p><u>Plenary:</u> Self assessment for the opening page. Children to rate how appropriate they think their design is for the target audience. CH: Explain your rating.</p>	<p><u>LO: To create an app which achieves a specific goal.</u> <u>Starter:</u> Re-read your self assessment from last lesson – spend time making changes to improve your front page.</p> <p><u>Input:</u> This might need to be spread over two lessons Children will be creating the information pages that will be within their app – show children some example designs. Children to evaluate them. Discuss which they think will be most appropriate for our target audience and goal. What parts of these designs might you magpie? How could you improve them? Demonstrate to children how to create their pages that will be within their app.</p> <p><u>Activity:</u> Children to duplicate their first slide and then change the new slide so that it includes the information for that page. Children should include a title on the page and information.</p> <p><u>Less Able:</u> <u>More Able:</u> Get children to add in images or even videos to their pages.</p> <p><u>Plenary:</u> Self assessment for pages. Children to write the top three ways they have met the goal/target audience on the pages.</p>	<p><u>LO: To create an app which achieves a specific goal.</u> <u>Starter:</u> Share app so far with another team – complete two stars and a wish (or alternative peer assessment)</p> <p><u>Input:</u> Show children an example of a finished app – show them how the hyperlinks work. Demonstrate to children how to add the images and create hyperlinks between pages</p> <p><u>Activity:</u> STEP 1 - Add transparent icons (from the internet or from shapes) to the slide to be used as navigation. Change the colour of the icon + text to show the page the user is on. <u>More Able:</u> Can you choose an icon that relates to the topic of the page? STEP 2 - Create hyperlinks between the different pages of the presentation to create navigation. PEER ASSESSMENT – Each group to have a thinking hat sheet – children to move around the class writing feedback on the app for the group. Feedback should relate to accomplishing the goal and being appropriate for the target audience. STEP 3 – Children to respond to the feedback given – on their feedback sheet children should annotate in purple pen how they have responded to the feedback.</p> <p><u>Less Able:</u> <u>Plenary:</u> Share final app designs with each other. Children to reflect on how they found the process of making the app.</p>