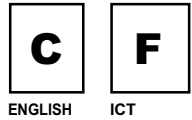


## ICT ACTIVITY 18

*Creating a PowerPoint presentation on the theme of a ballad using a current news item.*

**Year Group: Year 8**



### Resources

PowerPoint, laptop and data projector, Internet connection.

### Context (Pupils' prior experience)

The pupils are studying the 'Rime of the Ancient Mariner'. They had studied the ballad and explored style and technique. This element of the topic was to take an item of current news to write a ballad. The ballad is then presented to the class using PowerPoint.

### Task Description

The task was over three stages: firstly the pupils had to use the Internet and search previously identified news sites for current items of interest. Using images copied and saved from these items the pupils then wrote a ballad that conformed to the accepted form of a ballad. This was word-processed using the thesaurus to find alternative words for the ballad. The pupils were then asked to create a presentation to be given to their class based on their ballad. They were asked to use PowerPoint to create their presentations.

### Learning Intentions

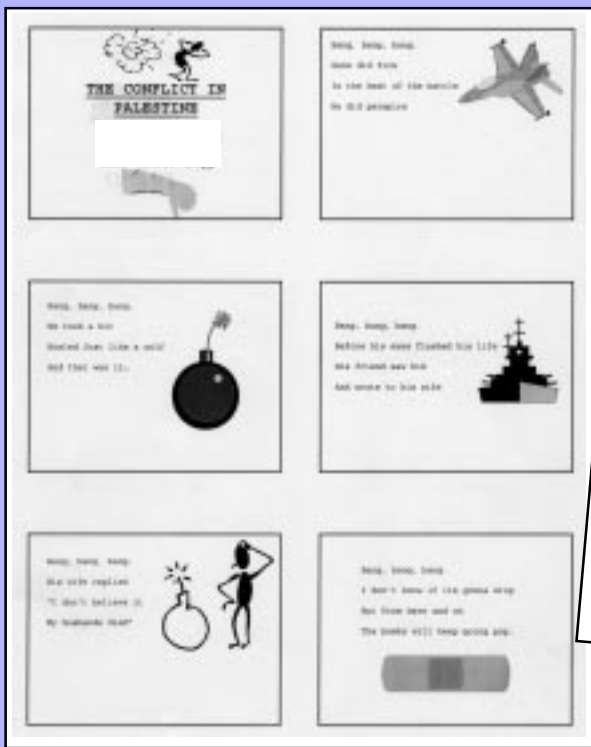
ENGLISH Objectives: Key Stage 3 Initiatives	ICT: Skills, Knowledge and Understanding	ICT Level		
		KS1	KS2	KS3
<b>Word Level: Figurative Vocabulary</b> Appreciate the figurative language in texts.  <b>Sentence Level: Tense shifts,</b> Explore the effects of changes in tense, e.g. past to present for vividness. <b>Change over time</b> Recognise some of the differences in sentence structure, vocabulary and tone between a modern English text and a text from another historical period.  <b>Text level Writing: Experiment with conventions</b> Develop an imaginative or unusual treatment of familiar material or established conventions by updating traditional ballad.  <b>Speaking and Listening: Develop Recount</b> Recount an experience or develop an idea, choosing or changing the mood, tone and pace of delivery for effect.	Pupils work autonomously to collect appropriate information from suitable sources. They design a simple, complete presentation incorporating both text and images, meeting the main requirements of the design.	w/1	2/3	4/5
	Pupils collect appropriate information from suitable sources. They design an effective straightforward presentation incorporating both text and images, meeting the main requirements of the design.	1/2	3/4	5/6
	Pupils use a wider range of research material. They design a complex presentation incorporating text, images and sound. They present their ideas in a variety of ways and show a clear sense of audience.	2/3	4/5	6/7
<b>Key Stage 3 Literacy Strategy:</b> WL11; S4, S13; W8; S&L2.	<b>ICT POS related to task:</b> QCA Unit 1 - 3a, 3b, 3c.			

### Teaching Approach

Each lesson involved some whole class teaching in which the teacher would demonstrate the skills needed to perform the ICT tasks and discuss the ballads as they developed using a data-projector. The pupils had the benefit of using the ICT suite and either shared a computer or had one to themselves. The pupils were able to use the ICT suite at other times to develop their presentation. The final lesson involved presenting their ballad to the audience of their class and the head teacher. The teacher was aware of some of the sensitive issues in the news items chosen by the pupils, e.g. conflict, flooding, survival of Siamese twins; and developed understanding through sensible discussions.

### Subject Learning Gains (English)

The presentation package provided an opportunity for pupils to combine pictures and text creatively to produce an effective presentation of their ballad. The thesaurus facility in a word processor encouraged pupils to explore alternative words and this led to an improvement to the quality of their final piece of work.



**THE CONFLICT IN PALESTINE**

Bang, bang, bang.  
Guns did fire  
In the heat of the battle  
He did perspire

Bang, bang, bang  
He took a hit  
Howled Just like a wolf  
And that was it...

Bang, bang, bang  
Before his eyes flashed his life  
His friend saw him  
And wrote to his wife

Bang, bang, bang.  
His wife replied  
I don't believe it  
My husbands died

Bang, bang, bang.  
She couldn't take it any more  
Put a knife in her heart  
And fell to the floor

Bang, bang, bang.  
I don't know if its gonna stop  
But from here and on  
The bombs will keep going pop.

This pupil has used Powerpoint to create a multimedia presentation using pictures, text and sound on a theme and successfully presented this to her classmates.

**This pupil has achieved ICT Level 5.**

Teachers' Assessment



**Pupils' Work**

**Computer Diary**

Key Stage 3

Name:	Form:	Date:
<p>&gt; What task did you complete?</p> <p>Use Animate text and pictures to present to the class</p>		
<p>&gt; What software did you use?</p> <p>Microsoft Powerpoint</p>		
<p>&gt; How did you complete the task?</p> <p>by highlighting text and animating it with pictures</p>		
<p>&gt; Describe any difficulties you had completing the task.</p> <p>remembering how to animate the text</p>		
<p>&gt; What features of the software did you find helpful? Why?</p> <p>Clipart because you can add art pictures to your text and made your picture text better.</p>		
<p>&gt; What did you learn?</p> <p>How to use power point and animate text.</p>		

**ICT Teacher Evaluation**

Teacher \_\_\_\_\_ Date of Activity \_\_\_\_\_ Class \_\_\_\_\_

**Related to the Learning Objectives of the lesson**  
How did the ICT activity help to achieve the subject-related objectives?  
*I gave pupils the opportunity to undertake a formal presentation of their work. It also enabled pupils to consider ways in which word and image can be linked and the different effects created by this.*

Was it a suitable task for the pupils' age/abilities?  
*It was suitable for pupils of different abilities because it allowed the most able students to experiment with different types of slides and to search the Internet for the most appropriate images to import. Equally, the less able students were able initially to focus on just using one type of slide, however as they became more confident, begin experimenting with the others.*

In what ways was it successful? - Did the children learn what you expected?  
*All students were able to create at least three slides, import images from Clip Art and animate their slides.*

Were there any unexpected learning outcomes?  
*I was surprised at how proficient the pupils became at using this piece of software, which as far as I was aware, was new to all of them. Many students were able to produce very sophisticated presentations, in which their slides were animated in different ways, used sound and had images imported from the Internet.*

How will you use the assessments of the pupils' progress and achievement in the subject to inform your planning?  
*During this work students began to make many links between words and images, however connections were all implicit: For example, two pupils wrote a ballad about the Siamese twins Jodie and Mary. They decided to use a photographic image of a baby rather than an animated image from Clip Art. This was much more poignant. I would now like to plan tasks that enable students to make explicit their rationale for choosing a particular image or sound.*

**Teacher Confidence and Competence**  
What was your own level of ICT confidence before the activity? Do you feel you have gained in confidence and why?  
*I also had never used PowerPoint before this and I now feel much more confident about using it myself and in the classroom. It has also made me keen to experiment with other unfamiliar software.*

Reflecting on the classroom organisation, what factors do you think were important in doing the ICT activity?  
*Using the projector to demonstrate PowerPoint to the class was extremely helpful. Also the crib sheets really encouraged pupils to work independently.*

Do you feel able to teach the lesson yourself?  
*No, not entirely by myself. However, there are only a few quite basic areas in which I need to develop confidence, such as how to connect up a projector.*

Is there anything you wished to have learnt but did not?  
*I would like to know how to connect a projector to a PC.*

What would you do differently next time you carry out the task with a class?  
*I would ensure that pupils were aware of the full potential of PowerPoint and its animated slides from the outset of the work. This way pupils would have a clearer idea of what they were working towards.*

In what ways did you use ICT to improve your own professional efficiency related to the activity?  
*I would now be able to use PowerPoint when making presentations to my department or elsewhere.*

**Hardware and Software Issues**  
Did the software used give any feedback to the pupil? If so, how was this feedback recorded and used by you and the pupil? *No*

What hardware or software problems did you experience? *None*

Would you like further training on how to use either of these? *No*

Were there any other resources issues? *No*